DOCUMENT RESUME

ED 188 850 RC 012 132

AUTHOR Carter, James D.
TITLE A Descriptive Study of the Ex-Campers Completing the Eckerd Wilderness Program Between March 1, 1968 and December 31, 1971.
INSTITUTION University of West Florida, Pensacola. Educational Research and Development Center.
SPONS AGENCY Jack and Ruth Eckerd Foundation, Clearwater, Fla.
PUB DATE 3 Oct 79
NOTE 144p.; For related documents, see RC 012 131 and RC 012 133.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Academic Achievement; Camping; Cooperative Planning; Correctional Rehabilitation; Crime; *Delinquent Rehabilitation; Elementary Secondary Education; Experiential Learning; Females; Followup Studies; Human Services; Interviews; Learning Activities; Males; *Mental Health Programs; *Outdoor Education; *Participant Satisfaction; Program Evaluation; Racial Differences; Rehabilitation Centers; *Resident Camp Programs; Sex Differences; Student Attitudes; Student Attrition; *Student Characteristics; Tables (Data)
IDENTIFIERS *Eckerd Wilderness Camp; Florida

ABSTRACT

In an effort to assess program effectiveness, demographic data derived from institutional records on 161 emotionally troubled youth having participated in the Eckerd Wilderness Program were analyzed in terms of interview data derived from a sample of 27 males and 22 females enrolled in the Eckerd camps March 1, 1968-December 31, 1971. The static instrument yielded demographic data. Among results of interviews using the Eckerd Ex-Camper Interview Schedule were indications respondents felt: camp staff took a special interest in them; a desire to become a better person; trips, problem solving sessions, family conferences, pow-wows, cooking, and games were helpful activities and that they gained useful skills from all but pow-wows and games; the Eckerd program to be superior to other programs experienced; goal achievement was due to strictness of staff, safety of camp, and sharing of problems; the most valuable skills learned were controlling temper, ability to handle problems, talking problems out, and getting along with family; they would choose to return if in trouble; and they would refer a friend who was in difficulty. Follow-up data indicated after departure from camp: a majority received no assistance from camp personnel; 89% returned to school, averaging 2.8 years in school; 31.5% graduated; 72.3% in the first 6 months, 78.8% in the second 6 months, 70.2% in the second year, and 63.8% in the third year had no legal convictions; 78.6% were employed, 30% were married and 21% divorced. (JC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188850

City of Five Flags

JUL 1980
ERIC/CRESS
RECEIVED

A DESCRIPTIVE STUDY OF THE EX-CAMPERS COMPLETING THE ECKERD WILDERNESS PROGRAM BETWEEN MARCH 1, 1968 AND DECEMBER 31, 1971

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
James D Carter
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 01 21 32

PENSACOLA, FLORIDA 32504

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Educational Research and Development Center

A DESCRIPTIVE STUDY OF THE EX-CAMPERS COMPLETING THE ECKERD WILDERNESS PROGRAM BETWEEN MARCH 1, 1968 AND DECEMBER 31, 1971

JAMES D. CARTER

DR. WILLIAM GRIFFIN
PROJECT DIRECTOR

DR. FRANK WITTWER
DIRECTOR

EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA

OCTOBER 3, 1979

CONTENTS

	Page
List of Tables	iii
List of Appendices	ix
Introduction	1
Purpose	9
Procedures	10
Phase I Target Population	10
Static Instrument	11
Phase II Selection/Training of Personnel	11
Location of Ex-Campers	12
Ex-Camper Interviews	12
Static Instrument: Results	13
Personal Interview: Results	32
Summary	106
Appendices	120
Reference List	132

LIST OF TABLES

Table		Page
1	Age of Campers at Entry	14
2	Analysis of Variance Between Male and Female on the Variable of Entry Age . . .	15
3	Camper's Race	16
4	School Grade of Camper at Entry	17
5	Analysis of Variance Between Male and Female on the Variable School Grade of Campers at Entry	18
6	Camper's County of Residence Prior to Program Entry	20
7	Referring Agency for Campers Included in the Population of this Study	21
8	Referral Agencies for Camp E-How-Kee (Males)	22
9	Referral Agencies for Camp E-Nini-Hassee (Females)	23
10	Comparison of Referral Agency by Campers' Sex	24
11	Analysis of Variance Between Males and Females on the Variable of Referral Agency	24
12	Who Campers Lived with Prior to Camp Entry	26
13	Number of Children in Camper's Family . .	27
14	Absolute Birth Order of Campers	28
15	Birth Order of Campers by Categories . .	29
16	Number of Convictions During Year Prior to Camp Entry	30
17	Severity of Last Conviction Prior to Camp Entry	31
18	Length of Stay in Camp (Months)	33

Table		Page
19	Analysis of Variance Between Males and Females on the Variable of Length of Stay in Camp	33
20	Camper's Currently Expressed Feeling About Going to Camp	35
21	Camper's Response Regarding Perceptions of Sepcial Interest Taken in Them at Camp	36
22	Camper's View of Why Camp Personnel Took a Special Interest	37
23	Frequency Goals Were Listed in Order of 1st., 2nd., 3rd. Choices	39
24	Those Ex-Campers Voicing Self-Improvement and Coping Skills Goals as 1st., 2nd., 3rd. Choice	40
25	Ex-Camper Rating of Trips in Helping to Solve Their Problems While in Camp . . .	41
26	Ex-Camper Rating of Problem Solving Sessions in Helping to Solve Their Problems	42
27	Ex-Camper Rating of Construction Activities in Helping to Solve Problems While in Camp	43
28	Ex-Camper Rating of Family Conferences in Helping to Solve Their Problems While in Camp	44
29	Ex-Camper Rating of the Activity of Pow Wow	44
30	Ex-Camper Rating of Planning Sessions and Menu Development in Helping Them Solve Their Problems While in Camp	45
31	Ex-Camper Rating of Chapel and Vespers in Helping Them Solve Their Problems While in Camp	46
32	Ex-Camper Rating of Cooking in Helping Them Solve Their Problems While in Camp .	47

Table		Page
33	Ex-Camper Rating of Craft Projects in Helping Them Solve Their Problems While in Camp	48
34	Ex-Camper Rating of Fishing in Helping Them Solve Their Problems While in Camp .	49
35	Ex-Camper Rating of Group Games in Helping Them Solve Their Problems While in Camp	49
36	Percent of Ex-Campers Viewing Camp Activities as Positive in Helping Them Solve Their Problems While at Camp . . .	51
37	Ex-Campers Rating of Trips in Helping Them Solve Their Problems After Leaving Camp	52
38	Ex-Campers Rating of Problem Solving in Helping Them Solve Their Problems After Leaving Camp	52
39	Ex-Camper Rating of Construction Activities in Helping Them With Their Problems After Leaving Camp	53
40	Ex-Camper Rating of Family Conferences in Helping Them Solve Their Problems After Leaving Camp	54
41	Ex-Camper Rating of Pow Wows in Helping Them Solve Their Problems After Leaving Camp	54
42	Ex-Camper Rating of Planning Sessions and Menu Development in Helping Them Solve Their Problems After Leaving Camp	55
43	Ex-Camper Rating of Chapel and Vespers in Helping Them Solve Their Problems After Leaving Camp	56
44	Ex-Camper Rating of Cooking in Helping Them Solve Their Problems After Leaving Camp	57
45	Ex-Camper Rating of Craft Projects in Helping Them Solve Their Problems After Leaving Camp	58

Table		Page
46	Ex-Camper Rating of Fishing in Helping Them Solve Their Problems After Leaving Camp	59
47	Ex-Camper Rating of Group Games in Helping Them Solve Their Problems After Leaving Camp	59
48	Number of Campers Who Have Been in Other Youth Programs Besides the Eckerd Camps .	60
49	Main Reason Campers Felt Prevented Them From Achieving Their Goals at Camp . . .	62
50	Second Reason Campers Felt Prevented Them From Achieving Their Goals at Camp . . .	63
51	Third Reason Campers Felt Prevented Them From Achieving Their Goals at Camp . . .	64
52	Rank Order of Reasons Campers Felt Prevented Them From Achieving Their Goals at Camp	65
53	Camper Rating of Main Reason Which Helped Them Achieve Goals While at Camp	67
54	Camper Rating of Second Reason Which Helped Th-m Achieve Goals While at Camp .	68
55	Camper Rating of Last Reason Which Helped Them Achieve Goals While at Camp	69
56	Most Important Problem Solving Skill Since Leaving Camp	71
57	Second Most Important Problem Solving Skill Since Leaving Camp	71
58	Third Most Important Problem Solving Skill Since Leaving Camp	72
59	Least Important Problem Solving Skill Since Leaving Camp	72
60	Responses to the Question "The Adults at Camp Were Fair"	73
61	Responses to the Question "The Adults Were Not Strict Enough With Certain Campers"	74

Table		Page
62	Responses to the Question "There Were Campers at Camp Who Tried to Help Other Campers Out"	75
63	Responses to the Question "Camp Was Much Better Than I Expected"	76
64	Responses to the Question "My Stay at Camp Helped Me Out a Gread Deal"	77
65	Responses to the Question "My Stay at Camp Helped Me Because I Learned Something About Myself"	78
66	Responses to the Question "My Family Thinks That Camp Helped Me"	79
67	Responses to the Question "My Friends Tnink That Camp Helped Me"	80
68	Responses to the Question "My Chances of Staying Out of Trouble With the Law Are Better Since I've Been to Camp"	81
69	Responses to the Question "If I Had a Problem While I Was at Camp I Would Go to My Group Leader First"	82
70	Responses to the Question "Most of the Staff at Camp Took a Personal Interest in Campers	83
71	Responses to the Question "The Religious Aspects of the Camp Program Helped Me" .	84
72	Responses to the Question "Because of the Camp Program I Am Now Able to Get Along Better With My Family"	85
73	Responses to the Question "If I Keep Out of Trouble on the Outside It will Be Because of What I learned at Camp	86
74	Responses to the Question "The Staff Members at Camp Really Tried to Help Me .	87
75	Responses to the Question "The Best Way to Make It at Camp Was Not to 'Rat' on Someone Else"	88

Table		Page
76	Responses to the Question "I Like Myself Better Now Because of What Happened at Camp	89
77	Responses to the Question "I Am Able to Control My Temper Better Than Before I Went to Camp"	90
78	Responses to the Question "If a Friend of Mine Got in Real Trouble I Would Want Him/Her to Go to Camp"	91
79	Responses to the Question "When I First Got Out of Camp, If I Felt I Was Going to Get Back Into Real Trouble, I Would Ask to Be Sent Back to Camp Before It Happened	92
80	Help Received During 1st. Six Months After Camp Release	93
81	Help Received During 2nd. 6 Months After Camp Release	94
82	Help Received Beyond 1 Year After Release	94
83	Ex-Campers Returning to School Upon Release	95
84	Type of Schools to Which Ex-Campers Enrolled in After Camp	96
85	Length of Time Ex-Campers (Not Graduating) Remained in School	97
86	Severity of Convictions 1st. 6 Months . .	99
87	Severity of Convictions 2nd. 6 Months . .	100
88	Severity of Convictions 2nd. Year	101
89	Severity of Convictions 3rd. Year and After	102
90	Ex-Campers Present Occupation	103
91	Marital Status	105
92	Number of Children	105

LIST OF APPENDICES

Appendix		Page
A	Computer Data Form	120
B	Interview Schedule	123
C	Guidelines for Interviews	130

A DESCRIPTIVE STUDY
OF THE EX-CAMPERS COMPLETING
THE ECKERD WILDERNESS PROGRAM
BETWEEN MARCH 1, 1968 AND DECEMBER 31, 1971

Introduction

As early as 1950, it was estimated that over one-third of the patients examined by medical doctors have emotional rather than organic problems, and nearly one-half the hospital beds in the United States are occupied by the mentally ill (Coleman, 1950). McNeil (1975) estimated that 10 out of every 100 young people in our society might be called emotionally disturbed and that two of these are so seriously disturbed as to necessitate the provision of highly specialized treatment programs.

Emotionally disturbed children are frequently described as demanding, withdrawn, uncooperative, and aggressive. Clinical programs, which exist for the treatment of the emotionally disturbed, have traditionally been based on either (1) conventional Freudian psychiatry or (2) a program based on Reality (Glasser, 1965).

One modality for the treatment of emotionally disturbed youth, which has shown growth over the past 50 years, has been therapeutic camping. Growth in therapeutic camping has been exhibited by the increased numbers of camping programs and the scientific application of theoretical

approaches to the treatment programs.

Therapeutic camping, in a variety of forms and configurations, has been in existence for a very long time. However, within the framework of mental hygiene, it really began to catch on by the mid 1930's (Apter, 1977). McNeil (1957) noted that also during the 1930's the vigorous growth of the fields of psychology, social work, and education had an important impact on the philosophy of camping.

Literature recognizing therapeutic camping, in its various forms and configurations, as an intervention indicates it has been in existence for a very long time. Lowry (1974) thinks that the use of camping for the rehabilitation of mental patients has its roots embedded all the way back in the myth of the Golden Age; the belief that man (woman) was more "good" at an earlier stage of history than now. Apter (1977) suggests this theme, that a simpler life and a return to nature would make us all healthier and happier beings, may be seen in the noble Savage of Rousseau, the Walden Pond experience of Thoreau, and the more recent back-to-basics movement in education.

McNeil (1957) noted that in the past fifty years lay persons and professionals alike have witnessed the lusty coming-of-age of a dynamic conception of human motivation. The confliction that the child is the father of the man has focused our attention on prevention, rather than repair, of psychological deficit or damage, and this philosophy has had an impact on every movement devoted to work with child-

ren. The importance of early formative experiences and recognition of symptoms of disturbance in our youth have prevailed to press child facilities into therapeutic service.

Literature reveals that during the early years, psychodynamic theory served as the base of most therapeutic camping programs. In recent years, many new programs have been developed on the basis of more behavioral learning theory.

Morse (1947) listed seven basic advantages to therapeutic camping programs.

1. Twenty-four hour control without institutionalization.
2. A real living situation for therapy.
3. Relaxed routine without punitive discipline.
4. Opportunity to see the child in actual relationships.
5. Motor outlets to reduce tension.
6. Creative learning experiences without school formalities.
7. Exciting adventures without anti-social activities.

McNeil (1962) added to these basic advantages when he stated:

> A therapeutic camp has more to offer the disturbed child than the enjoyable, but hardly curative, fresh air, swimming, and nature lore. In the diagnosis and treatment of emotional disorders of youth, a

> therapeutic camp has a number of singular advantages. It can provide a 24 hour a day controlled living situation without the drawbacks of permanent institutionalization and can eliminate the artificiality of office therapy by substituting corrective guidance during the natural activity of camping and play. (p. 113).

Hughes and Dudley (1973) have described therapeutic camping as an opportunity for a troubled child to "see" himself as he really is, reflected in a relationship with a protective group, supported and cared for when needed but held to a responsible role within the group (p. 49).

It is interesting that parents will willingly send children to a camp for help because camping is considered "good", while they would be unwilling to commit the same child for even brief treatment in a clinical psychiatric setting. Since the boy, too, sees himself as a camper before he sees himself as a patient, camp placement may provide needed institutional care with the least trauma for the child (Morse, 1947).

A leading proponent of long-term therapeutic camping has been the Dallas Salesmanship Club, an exclusive group of successful and prominent Dallas businessmen organized along lines of a civic club. In 1947 the Salesmanship Club established the Salesmanship Camp for Boys on a year-round basis for treatment of emotionally disturbed youth. Campbell Loughmiller, a professionally trained social worker, provided

the leadership and direction to this boy's camp. Loughmiller's (1965) book "Wilderness Road" provides a detailed description of the camp philosophy and setting and outlines the treatment process adopted by the program.

Development of the Eckerd Program

The Eckerd Wilderness Educational System began on March 1, 1968 when Camp E-How-Kee for boys located near Brooksville, Florida, opened its doors to four campers. Since that original opening, Camps E-Nini-Hassee for girls near Floral City, Florida, E-Ma-Chamee for boys near Milton, Florida, and E-Kel-Etu for boys near Silver Springs, Florida, have become operational. Recently, Eckerd Camps have also been established in North Carolina and Vermont.

The Eckerd Wilderness Educational System

The Eckerd Wilderness Educational System was formalized utilizing the principles and procedures established by Campbell Loughmiller at the Dallas Salesmanship Camp for Boys.

Loughmiller (1965) viewed therapeutic wilderness camping as an outdoor adventure in group living and rehabilitation for the emotionally problemed child. The intervention program revolves around the camp, the camper, and the group. Such wilderness therapeutic camping offers a constant challenge and freedom of expression, basic necessities of a child's world. Each camp function relates in some way to home, school, or community (Loughmiller, 1965). The camp represents a place of security where the individual

can be removed from the pressures of daily living, while determining who he is and what he can do (Loughmiller, 1965; Hallowitz, 1950; Morse, 1947).

The incoming campers have a long history of failures which have undermined their self-confidence. They are hostile toward adults, impulsive in their behavior, and defiant of authority (Kimsey & Frost, 1969). The majority come from broken homes (Watson & Wittwer, 1977). They have failed in their schools, are unable to get along with their peers, and have found few adults who understand them and are able to help them. Their resentment, hostility, and hatred cause them to behave in ways that are unacceptable to society. "They either withdraw into themselves, and become candidates for a mental institution, or fight back in a manner that brings them into conflict with the law" (Loughmiller, 1965, p. 5).

Each Eckerd Wilderness Camp in Florida consists of approximately 500 acres of isolated, wilderness land. The only permanent fixtures are service buildings, which house the central office for operations, a dining hall-galley, storage rooms for supplies, and a camp library.

Each camp contains five, individual campsites. The distance between these campsites is sufficient to preclude interaction between groups. Campsites are selected, planned, constructed, and maintained by the assigned group of campers (Eckerd Program and Policy Manual, 1976).

Campers are organized into groups of about ten youths

which are supervised by two trained counselors. The size of groups is not arbitrarily established by camp management, but is set at an optimum size of ten as a result of experimentation with group size (Loughmiller, 1965). The groups are continuous, as there is always a nucleus of campers who have experience, both in time and development, to ensure the stability of the group.

Within the wilderness environment, the assignment of individuals is critical as it is desirable to create a group with a wide variety of abilities and characteristics (Loughmiller, 1965). It would be impractical for the group to consist of campers who are all withdrawn, or an entire group who are acting out. The optimal group contains a balance of camper abilities and problems. Each camper needs to complement the other members of the group and the group as a whole. Diversity within the group permits each camper to exhibit individual skills, and provide an opportunity to lead under certain conditions of group endeavor. Diversity also provides the camper an opportunity to learn to appreciate difference in individuals (Loughmiller, 1965). Living together twenty-four hours a day, in a wilderness environment, and under the guidance of counselors, stresses personal growth and the development of a solid value structure.

Control and discipline are problems to be solved within a cooperative group process, such as climbing a

mountain or canoeing down a river. When problems arise, activities are stopped and a group discussion of the problem is held. A resolution of the problem must be made before activity continues (Eckerd Program and Policy Manual, 1976).

The camp adventure includes trips planned by the camper. It includes canoe trips, bus trips, hiking, or simply field tripping on camp property. Each day ends with a "pow-wow" which is a time when each camper verbalizes his successes and failures and evaluates unusual happenings or observations. The emphasis in pow wows is on the sharing of experiences and the evaluation of what was done, right or wrong, and how it could be done better tomorrow (Eckerd Program and Policy Manual).

In addressing the question of education at camp, Loughmiller (1965) stated:

> What does education consist of in the first place? It involves a learner and a teacher, but the teacher may be a person or a situation - or both. Two priceless ingredients of the educative process are interest and curiosity, part of what is often referred to as motivation. It would be hard to find a richer environment than camp for the development of these two ingredients. The same general tools of learning are used whether in the classroom or outside, whether the subject matter is from a book or from experience, but it is far

> easier to develop interest in those things which have direct and immediate influence on the life of the learner. Education at camp, therefore, does not take place at any given period of the day, but is a part of all living. It is emphasized in connection with those things that have the greatest emotional appeal to the boy. (p. 33)

Wilderness therapeutic camping offers a constant challenge and freedom of expression so basic to a child's world. Campers can identify with camp as a place of security removed from the pressures of ordinary daily living where they can determine who they are and what they can do. The program is built arount elementary existance and survival. Control and discipline are basic problems which must be solved to allow the group to exist.

Purpose

The purpose of this study was to develop data useful to the Eckerd Foundation in their decision-making process for program improvement. The objectives of the study were to develop descriptive characteristics of a group of Eckerd Wilderness Camp ex-campers who completed the program between March 1, 1968 and December 31, 1971.

Three general questions guided the research:

1. What was the general descriptive characteristics of the campers prior to entry into the program?
2. What is the present general descriptive characteristics of the campers?

3. What are the camper's present impressions of the program?

Procedures

The study was conducted in two phases. The first phase consisted of an identification of the target population, locating the target population, and a tabulation of demographic data from camp records. The second phase consisted of interviewing those ex-campers who could be located.

The research instruments consisted of (1) the Static Instrument (Appendix A), which was used for recording demographic data from camp records and (2) the Ex-Campers Schedule (Appendix B), which was used for recording responses during ex-camper interviews.

Phase I

The Target Population

The target population was determined by reviewing the Eckerd Camp attendance rolls and obtaining the names of all campers who were in the camping program between March 1, 1968 and December 31, 1971. A final target population of 161 campers were identified. These were divided between the camps existing in Florida, during the study period, in the following proportion:

A.	E-Nini-Hassee	(Female)	66
B.	E-How-Kee	(Boys)	95
	Total		161

Static Instrument

After reviewing the camp records and determining the target population, the Static Instrument, (Appendix A) was completed by reviewing individual records and extracting the required data. This data was then codified and stored in the Management Information System (MIS) of The Eckerd Wilderness Camping Program. It should be noted that the target population for this study was the initial campers which entered into the program. Therefore, these records were not as complete as are those for the subsequent campers. Since the program was new, certain data was not considered important at that time and missing data in the Static Instruments are prevelent.

Phase II

Selection/Training of Personnel

The selection and training of personnel to conduct personal interviews was conducted by Mr. John Watson, a trained social worker and experienced employee of the Eckerd Camping Program. A central office at Camp Central in Brooksville, Florida, was established for training of personnel and conducting the activities of locating ex-campers, establishing interview schedules, and record keeping. Two assistants were employed to conduct the actual interviews and were instructed in proper interviewing techniques (see Appendix C) and in the administrative procedures of the Eckerd Wilderness Camping System.

Location of Ex-Campers

The initial work in locating ex-campers began with the last known address from program records. During ex-camper interviews, additional information was also gained concerning the present location of fellow campers. This increased the size of the available sample. In addition, street talk filtered out that the researchers were looking for ex-campers further increasing available sample size.

In addition to the process noted above, many ex-campers were located through relatives or friends. Several ex-campers who had moved out of state or were in the military services were located in this manner.

Finally, with the cooperation of local law enforcement, all ex-camper's names were processed through the National Crime Information Center. This provided information on those ex-campers who had come into contact with law enforcement agencies since their departure from camp.

Ex-Camper Interviews

After having located the ex-campers, an interview schedule was arranged. During the interview, the Ex-Camper Survey Schedule was used to record the responses to the various questions. In addition, the interviewer maintained a notebook to record items which were not included in the survey questionnaire.

Fifty ex-campers were located and interviewed. This sample consisted of 23 females and 27 males. Three ex-campers

were located but refused to participate and one ex-camper never kept his appointment. One ex-camper was located in the U. S. Navy and was on a ship deployed to the European area. Three ex-campers were out-of-state and participated by mail.

The mortality rate for the population of this study was high. This can be attributed to two reasons. First, the ex-campers of this study have been removed from the camps since the end of 1971, about eight years or longer. Secondly, these ex-campers came from and returned to what could be considered unstable environments. That is, they came mostly from broken homes and low socio-economic situations. A statement commonly used by field workers to describe the majority of these ex-campers was, "They are survivors." It must be considered that survivors move about to a greater extent than the average juvenile with a stable home. Therefore, it was predictable that a high mortality rate would be encountered in the study.

Static Instrument: Results

The Static Instrument provides a detailed collection of demographic data compiled on the campers and their families. Also included is information on the campers' living and legal situation prior to entry into the program.

Campers

All of the campers range between 7 and 16 years of age at the time of entry, the mean age being 13.02 years. The age distribution for the total population, during the period under study is presented in Table 1. It should be noted that the mean age for females is 2.16 years older than for males.

TABLE 1

Age of Campers at Entry

	Total Population	EHK (Males)	ENH (Females)
Minimum	7.750	7.750	9.697
Maximum	16.094	15.081	16.094
Mean	13.022	12.138	14.296
N	161	95	66

An analysis of variance (ANOVA) between sexes using entry age as the criterion variable, indicates significant differences between the ages of males and females (p=.000), females being significantly older than males during the period of this study. Table 2 reflects the results of this ANOVA.

TABLE 2

Analysis of Variance Between Male and Female on the Variable of Entry Age

	Sum of Squares	df	Mean Square	F	P
Between groups	181.402	1	181.402	66.395	0.0000
Within groups	434.414	159	2.732		
Total	615.816	160			
Eta Squared =	0.2946				
N (Males) =	95				
N (Females) =	66				

The racial breakdown of camper's is 93.2 percent white, 5 percent black, and 1.8 percent other. Table 3 contains the racial composition for the total population, Camp E-How-Kee (EHK), and E-Nini-Hassee (ENH).

Table 4 provides data regarding the school grade of campers at entry into the program. The data reveals that 40.4% of the campers were in the 7th and 8th grades. It also reveals that 33.7% of the males were in the 7th and 8th grades while 50% of the females were in the 7th and 8th grades. Analysis of variance (Table 5) using the school grade of camper at entry as the criterion variable revealed that significant difference (p=0.000) existed

between the males and females. Females, therefore, averaged significantly higher grade levels upon entry than do the males. This is to be expected as the females, as noted earlier, to be older. However, where males averaged nearly two years behind the grade level normally expected of their age, females averaged nearly one year behind.

TABLE 3

Camper's Race

Race	Frequency (total population)	Frequency (EHK) (Males)	Frequency (ENH) (Females)
Caucasion	150	87	63
Black	8	5	3
Native American	1	1	0
Spanish-Latin	2	2	0
Total	161	95	66

TABLE 4

School Grade of Camper at Entry

School Grade	Total Population Frequency	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%
1	1	0.6	1	1.1	0	0.0
2	6	3.7	5	5.3	1	1.5
3	10	6.2	10	10.5	0	0.0
4	17	10.6	17	17.9	0	0.0
5	10	6.2	9	9.5	1	1.5
6	13	8.1	9	9.5	4	6.1
7	41	25.5	26	27.4	15	22.7
8	24	14.9	6	6.3	18	27.3
9	17	10.6	2	2.1	15	22.7
10	7	4.3	0	0.0	7	10.6
Missing Data	15	9.3	10	10.5	5	7.6
Total	161		95		66	
Mean	6.445		5.365		7.951	

TABLE 5

Analysis of Variance Between Male and Female on the Variable School Grade of Campers at Entry

	Sum of Squares	df	Mean Squared	F	P
Between groups	237.515	1	237.515	80.562	0.0000
Within groups	424.547	144	2.948		
Total	662.062	145	240.463		
Eta Squared	0.3588				
N = 161					

Referral History

The number of campers placed in the camping program from each county is presented in Table 6. The counties of Pinellas and Hillsborough referred the major portions of the campers.

Table 7 reveals, that for the total population of this study, the "Courts-Law-Other Legal" category was the major source of referrals for this group of ex-campers. Tables 8 and 9 reflect the referral agencies for the individual Eckerd Wilderness Camps. The data presented in these tables reveal differences in the referral agencies for males and females. To test the statistical significance of these differences, a

a chi-square (X^2) Test was employed. Due to the small number of occurrences (less than five) the categories of Family and School were collapsed into a single cell as were the categories of Socio-Eco-Services and Psychiatric-Mental. The resulting expectancy table (Table 10) indicates that there is a significant difference betweem sexes on source of referral. Females tended to be referred by legal systems where males tended to come from Socio-Eco-Services, mental health, and legal programs. Additional credence to the above findings was supplied by an Analysis of Variance (ANOVA) shown on Table 11, using referral agency as the criterion variable. This analysis also shows significant differences ($p=.0022$) between referral agencies for males and females.

TABLE 6

Camper's County of Residence

Prior to Program Entry

County	Frequency (Total)	Frequency (EHK) Male	Frequency (ENH) Female
Citrus	1	0	1
Hernando	8	6	2
Volusia	5	4	1
Pasco	1	1	0
Pinellas	92	63	29
Hillsborough	52	20	32
Polk	1	1	0
Missing data	1	0	1
Total	161	95	66

TABLE 7

Referring Agency for Campers

Included in the Population of This Study

Category	Frequency	Frequency (%)
Family	4	2.5
School	19	11.8
Socio-Eco-Services	41	25.5
Psychiatric-Mental	17	10.6
Court-Law-Other Legal	79	49.1
Other	1	0.6
Total	161	100.0

TABLE 8

Referral Agencies for Camp E-How-Kee (Males)

Category	Frequency	Frequency %
Family	1	1.1
School	16	16.8
Socio-Eco-Services	27	28.4
Psychiatric-Mental	15	15.8
Court-Law-Other Legal	35	36.8
Other	1	1.1
Total	95	100.0

TABLE 9

Referral Agencies for Camp E-Nini-Hassee (Females)

Category	Frequency	Frequency %
Family	3	4.5
School	3	4.5
Socio-Eco-Services	14	21.2
Psychiatric-Mental	2	3.0
Court-Law-Other Legal	44	66.7
Other	0	0
Total	66	100.0

TABLE 10

Comparison of Referral Agency By Camper's Sex

—	Family/ School	Socio-Eco-Serv./ Mental Health	Courts/ Legal
Females	6	16	44
Males	17	42	35

N = 160

X^2 = 13.452

P = >.01

TABLE 11

Analysis of Variance Between Males and Females on the Variable of Referral Agency

	Sum of Squares	df	Mean Square	F	P
Between Groups	51.854	1	51.854	9.689	0.0022
Within Groups	850.9666	159	5.352		
Total	932.820	160			

Eta^2 = 0.0574

N = 161

Family Background

The initial campers of the Eckerd Wilderness Education System were the population of this study. Data reflecting the family background was limited as the records on those subjects were incomplete. Missing data on family income and occupation was such that analysis was meaningless.

Table 12 presents who campers lived with prior to entry for the total population. Data regarding the family structure, within which the campers resided prior to entering the camp, revealed that, for the total population as a whole, 65.8% came from broken homes. Data on the individual camps reveal that 70.5% of the males and 59.1% of the females resided in broken homes prior to entry.

TABLE 12

Who Campers Lived With Prior to Camp Entry

	Total Pop. Freq.	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%
Natural Parents	55	34.2	28	29.5	27	40.9
Mother	45	28.0	30	31.6	15	22.7
Father	8	5.0	2	2.1	6	9.1
Mother & Step Father	20	12.4	11	11.6	9	13.7
Father & Step Mother	6	3.7	4	4.2	2	3.0
Other	27	16.7	20	21.0	7	10.6
Total	161		95		66	

Table 13 presents the distribution of children in the camper's family for the total population, Camp E-How-Kee, and Camp E-Nini-Hassee. Within the family structure, the average number of children in the family was 3.5. As can be seen, females came from only slightly larger families.

TABLE 13

Number of Children in Camper's Family

No. of Children	Frequency (Total)	Frequency (EHK) Male	Frequency (ENH) Female
1	20	13	7
2	30	21	9
3	29	13	16
4	35	22	13
5	19	6	13
6	9	6	3
7	8	4	4
8	2	2	0
Missing data	9	8	1
Total	161	95	66
Mean	3.474	3.356	3.631
Mode	4.000	4.000	4.000

Table 14 indicates the birth order of campers for the total population. Females tended to have a slightly later birth order than did males. The most common position of males (Mode) was first born while females most commonly were second or third births.

TABLE 14

Absolute Birth Order of Campers

Birth Order	Total Population Frequency	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%
1	54	33.5	38	40.0	16	24.3
2	43	26.7	23	24.2	20	30.3
3	28	17.4	8	8.4	20	30.3
4	19	11.8	12	12.6	7	10.6
5	5	3.1	3	3.2	2	3.0
6	1	.6	1	1.1	0	0.0
7	1	.6	1	1.1	0	0.0
Missing data	10	6.2	9	9.5	1	1.5
Total	161		95		66	
Mean	2.238		2.140		2.369	
Mode	1.0		1.0		2 and 3	

Table 15 reflects the birth order of campers in terms of first, middle, and last. A slightly larger precentage of males were only children. On the available data, nearly an equal number of each sex came from families of three or more children (Males = 41, Females = 32). However, a higher percent of males were first birth (Males = 24.3%, Females = 13.7%) and more females were oldest birth (Males = 9.5% Females = 18.2%).

TABLE 15

Birth Order of Campers By Categories

Category	Total Population Frequency	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%
Only Child	20	12.4	13	13.7	7	10.6
1st born of 2	17	10.6	13	13.7	4	6.1
1st born of 3 or more	16	9.9	11	11.6	5	7.6
2nd born of 3	14	8.6	6	6.3	8	12.1
Mid born of 3 or more	47	29.2	23	24.2	24	36.4
2nd born of 2	13	8.1	8	8.4	5	7.6
Last born of 3 or more	8	5.0	1	1.1	7	10.6
Missing data	26	16.1	20	21.1	6	9.1
Total	161		95		66	

Court History

From Table 16, it can be seen that approximately 27% of all campers had contact with the courts during the year prior to entry into the camping program, while 73% had no court history during the same period prior to entry. Approximately 12% of the youth had two or more convictions in the year prior to entry. There was no significant differences between males and females.

Additional data on the number of convictions the campers had during the second year prior to entry into the program revealed that only 8 males and 5 females had convictions during this period. Table 16 provides data on the number of convictions the campers had during the year prior to entering the camping program. A slightly larger percentage of females experienced court convicitions prior to program entry.

TABLE 16

Number of Convictions During Year Prior to Camp Entry

No. of Convictions	Total Population Frequency	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%
None	117	72.7	71	74.7	47	69.7
1	24	14.9	9	9.5	15	22.7
2	16	9.9	12	12.6	4	6.1
3	1	0.6	1	1.1	0	0.0
4	2	1.2	1	1.1	1	1.5
8	1	0.6	1	1.1	0	0.0
Total	161		95		66	
Mean	0.466		0.505		0.409	
Mode	0.0		0.0		0.0	

Table 17 provides data on the severity of last convictions for the total population.

TABLE 17

Severity of Last Conviction

Prior to Camp Entry

Category	Frequency (Total)	Frequency (EHK) Males	Frequency (ENH) Females
No. Convictions	115	70	45
Emotional - Organic	1	1	0
Neglected	1	0	1
Truancy	5	2	3
Run away - Home	14	3	11
Incorrigible	5	1	4
Vandalism	3	2	1
Other - Sex-related	1	0	1
Petty Larceny	5	5	0
Larceny Unspecified	2	2	0
Break and Enter	6	6	0
Auto Theft	2	2	0
Strong-arm Robbery	1	1	0
Total	161	95	66

The severity of offenses which brought campers into contact with the courts indicates nondelinquent status offenses, such as running away and truancy, predominated. Only one crime against persons was reported.*

The data relating to the type of commitments the campers had prior to entry into the Eckerd Camping program revealed that 160 campers had no previous commitment and data was missing for the remaining camper (No Table).

Table 18 provides data on how long the campers remained in camp. During the period under study campers averaged 12.907 months in camp. The average male remained in camp for 14.561 months while the females averaged 10.527 months in camp. The Analysis of Variance statistics shown in Table 19, using length of stay in camp as the criterion variable, reveals significant differences in length of stay ($p=0.0000$) between males and females.

Personal Interview: Results

The personal interview results were obtained after locating 49 ex-campers (27 males, 22 females) from the total population of 161 ex-campers. To check the adequacy of the sample, the ex-campers of the study interviewed were compared

* It should be noted that running away dominates the data for females while offenses among the males was quite well distributed among the various categories.

TABLE 18

Length of Stay in Camp (Months)

Category	Total Population	EHK	ENH
Minimum	0.901	2.080	0.901
Maximum	38.066	38.066	23.066
Mean	12.907	14.561	10.527

Table 19

Analysis of Variance Between Males and Females on the Variable of Length of Stay in Camp

	Sum of Squares	df	Mean Square	F	P
Between groups	633.610	1	633.610	23.039	0.0000
Within groups	4372.692	159	27.501		
Total	5006.302	160	661.111		
Eta Squared	0.1266				
N=161					

to the total population available. The data from the Static Instrument was used for comparison. The resulting data indicated that the sample and the total population characteristics are very similar.

The feelings currently expressed regarding entry into the camping program by the campers interviewed (n=49) revealed that the most often (41.7%) expressed feeling toward camp was positive (wanted to go). Chi Square test indicates no significant differences between males and females in this response. The second most often expressed feeling (31.3%) was negative (objected to going, but kept my feelings to myself). Table 20 reflects the breakdown of campers feelings about entry into the camping program for the total population interviewed.

When asked if they felt someone took a special interest in them while at camp, the most frequent response (75%) given by the total population of ex-campers interviewed was in the affirmative. Males and females responded in the affirmative by 73.1% and 77.3% respectively. Table 21 reflects the breakdown of responses.

When asked why they thought camp personnel took a special interest in them, ex-campers were provided with six possible responses. These responses were:

1. It was their job.
2. Wanted to help.
3. Needed someone to be with.

4. Had a problem similar to yours.

5. Don't know.

6. Other _____.

The most frequent response choice (46.4%) was number 2 (wanted to help). Table 22 provides a frequency of responses.

TABLE 20

Camper's Currently Expressed Feeling

About Going to Camp

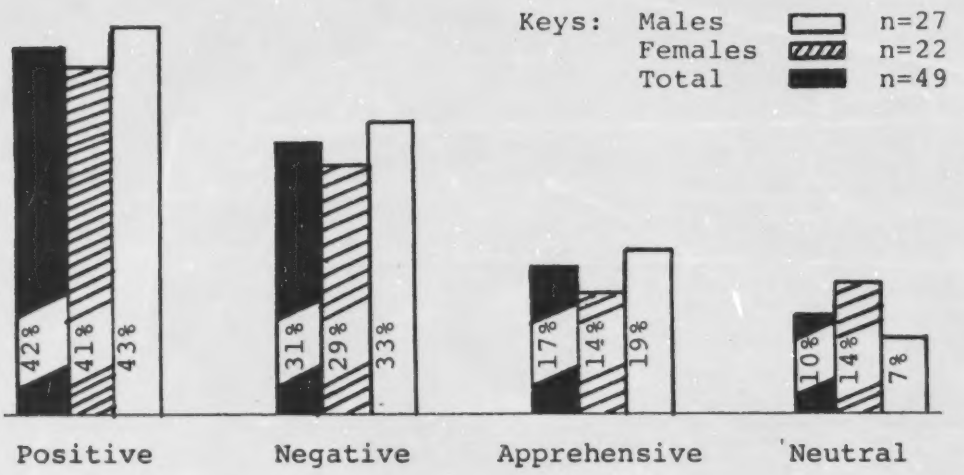

TABLE 21

Camper's Response Regarding Perceptions of

Special Interest Taken in Them at Camp

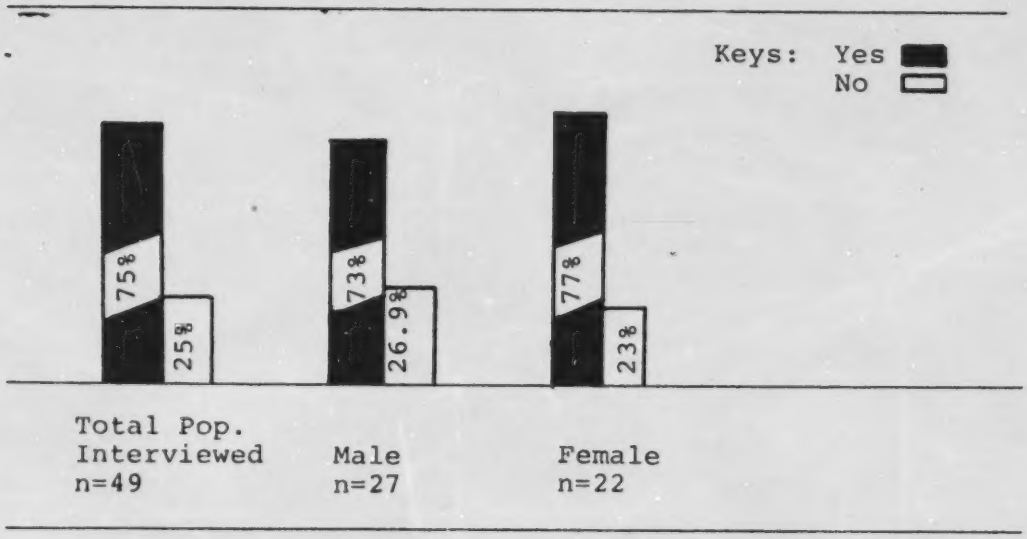

TABLE 22

Camper's View of Why Camp Personnel Took a Special Interest

	Responses and Frequency											
	#1	f(%)	#2	f(%)	#3	#4	f(%)	#5	f(%)	#6	f(%)
Males (n=26)	3	11.5	11	42.3	0	1	3.8	3	11.5	1	3.8
Females (n=22)	2	9.0	12	54.5	0	2	9.0	0	0.0	2	9.0
Total (n=48)	5	10.4	23	47.9	0	3	6.2	3	6.2	3	6.2

Key: #1-It was their job.
#2-Wanted to help.
#3-Need someone to be with.
#4-Had a problem similar to yours.
#5-Don't know.
#6-Other

Each ex-camper interviewed was asked to list in order of importance three main personal goals they set for themselves at camp. The responses most frequently mentioned (in order of frequency of response) is as follows:

1. Had no goals.
2. To get along better with my family.
3. To learn to be a better person.
4. To get out of camp and go home.
5. To learn to control my temper.

6. To learn to handle problems.
7. To be independent.
8. To gain confidence in myself.
9. To accept responsibility.

Table 23 presents a breakdown of the frequency ex-campers listed as their 1st., 2nd., and 3rd. goal while at camp. From the data it can be seen that males had as their first goal response number nine, with response number one as their second, and response number two as their third goal. The females had goal number nine as their first goal with an equal number of responses two and four as their second and third goal. Most of the ex-campers had no goals while at camp. The males appeared to be more concerned with getting along with their families while females were more concerned with getting out of camp. Both sexes were interested in being a better person.

Another way to arrange the goal responses is by self-improvement goals (2-5-6), coping goals (1-3-4-7) and no goals (9). Table 24 presents a breakdown of goals arranged in this manner. This data shows that both sexes appeared more interested in getting along rather than improvement.

TABLE 23

Frequency Goals Were Listed in Order

of 1st., 2nd., 3rd. Choices

	#1	#2	#3	#4	#5	#6	#7	#8	#9
Males	16	11	4	5	2	8	3	1	25
Females	8	10	1	10	1	2	1	1	26
Total	24	21	5	15	3	10	4	2	51

Goals Key:
1. To accept responsibility.
2. Had no goals.
3. To get along better with my family.
4. To get out of camp and go home.
5. To learn to handle problems.
6. To learn to be a better person.
7. To be independent.
8. To learn to control my temper.
9. To gain confidence in myself.

TABLE 24

Those Ex-Campers Voicing Self-Improvement and Coping Skills Goals as 1st., 2nd., 3rd. Choice

	Self-Improvement Goals (2-5-6)	Coping Goals (1-3-4-7)	No Goals (9)
Male	21	28	25
Female	13	20	26
Total	34	48	51

Goals Key:
1. To accept responsibility.
2. Had no goals.
3. To get along better with my family.
4. To get out of camp and go home.
5. To learn to handle problems.
6. To learn to be a better person.
7. To be independent.
8. To learn to control my temper.
9. To gain confidence in myself.

During the interviews with the ex-campers, they were provided with the following list of 11 activities.

1. Trips
2. Problem solving sessions.
3. Construction activities.
4. Family conferences.
5. Pow Wows.
6. Planning sessions and menu development.

7. Chapel and vespers.
8. Cooking.
9. Craft projects.
10. Fishing.
11. Group games.

Each camper was asked to rate the importance of each activity in helping them to solve their problems while in camp.

Table 25 gives a breakdown of how the Trips activity was rated by the ex-campers. The total population interviewed (n=49) rated the Trips as very important (59.2%). However, 70.4% of males (n=27) rated the activity very important, while only 45.5% of the females (n=22) rated the activity very important.

TABLE 25

Ex-Camper Rating of Trips
in Helping to Solve
Their Problems while in Camp

	Very Important		Important		Unimportant	
	No.	%	No.	%	No.	%
Males	19	70.4	8	29.6	0	0.0
Females	10	45.5	11	50.0	1	4.5
Total	29	59.2	19	38.8	1	2.0

Table 26 gives a breakdown for the ex-camper's rating for the activity of Problem Solving. There was very little difference between the sexes. The ex-campers (n=49) interviewed rated Problem Solving sessions as very important (53.1%). Individually, 51.9% of the males (n=27) rated the activity as very important, while 54.6% of the females (n=22) rated the activity as very important.

TABLE 26

Ex-Camper Rating of Problem Solving Sessions in Helping to Solve Their Problems While in Camp

	Very Important		Important		Unimportant	
	No.	%	No.	%	No.	%
Males	14	51.9	9	33.3	4	14.9
Females	12	54.6	5	22.7	5	22.7
Total Pop.	26	53.1	14	28.5	9	18.4

Table 27 is a breakdown on how the activity of Construction was rated by the ex-campers interviewed. Males found Construction activities to be more important. The ex-campers interviewed (n=49) rated Construction as a very important activity (40.8%). Individually, 51.9% of the males

(n=27) rated Construction as very important and 27.3% of the females (n=22) rated it as very important.

TABLE 27

Ex-Camper Rating of Construction Activities in Helping to Solve Problems While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	14	51.9	12	44.4	1	3.7	27
Females	6	27.3	14	63.6	2	9.1	22
Total	20	40.8	26	53.1	3	6.1	49

Table 28 gives a breakdown on how the ex-campers viewed the activity of Family Conferences. Males found Family Conferences to be more important. Of the ex-campers interviewed (n=49) 42.9% rated the Family Conferences as very important activities. Individually, 55.6% of the males (n=27) and 45.4% of the females (n=22) rated it as very important.

Table 29 is a breakdown of how the ex-campers viewed the activity of Pow Wow. Females found Pow Wows to be more important than the males did. Of the ex-campers interviewed, (n=49) 40.8% rated Pow Wows as a very important activity.

Individually, 33.3% of the males (n=27) and 50.0% of the females (n=22) rated it as very important.

TABLE 28

Ex-Camper Rating of Family Conferences in Helping to Solve their Problems While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	15	55.6	6	22.2	6	22.2	27
Females	6	27.3	10	45.4	6	27.3	22
Total	21	42.86	16	32.65	12	24.49	49

TABLE 29

Ex-Camper Rating of the Activity of Pow Wow

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	9	33.3	13	48.2	5	18.5	27
Females	11	50.0	7	31.8	4	18.2	22
Total	20	40.8	20	40.8	9	18.4	49

Table 30 is a breakdown on how the ex-campers viewed the activity of Plans and Menus. The males found these activities more important than did the females. Of the ex-campers interviewed, (n=49) 38.8% rated Planning and Menu Sessions Development as a very important activity. Individually, 51.9% of the males (n=27) and 22.7% of the females rated it as very important.

TABLE 30

Ex-Camper Rating of
Planning Sessions and Menu Development
in Helping Them Solve Their Problems While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	14	51.9	8	29.6	5	18.5	27
Females	5	22.7	15	68.2	2	9.1	22
Total	19	38.8	23	46.9	7	14.3	49

Table 31 is a breakdown on how the ex-campers viewed the activity of Chapel and Vespers. The males viewed this activity as slightly more important than did the females. Of the ex-campers interviewed, (n=49) 38.8% rated Chapel and Vespers as a very important activity. Individually, 40.7% of the

males (n=27) and 31.8% of the females (n=22) rated it as very important.

TABLE 31

Ex-Camper Rating of Chapel and Vespers
In Helping Them Solve Their Problems
While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	11	40.7	4	14.8	12	44.5	27
Females	7	31.8	11	50.0	4	18.2	22
Total	18	38.8	15	30.6	16	32.6	49

Table 32 is a breakdown on how ex-campers viewed the activity of Cooking. There was no difference between the sexes on the importance of the activity. Of the ex-campers interviewed, (n=49) 40.8% rated Cooking as a very important activity. Individually, 40.7% of the males (n=27) and 40.9% of the females (n=22) rated it as very important.

Table 33 is a breakdown on how ex-campers viewed the activity of Crafts. Males felt it more important than females. Of the ex-campers interviewed, (n=49) 33.3% rated Craft Projects as very important. Individually, 37.0% of

the males (n=27) and 28.6% of the females (n=22) rated it as very important.

TABLE 32

Ex-Camper Rating of Cooking
in Helping them Solve their Problems
While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	11	40.7	13	48.2	3	11.1	27
Females	9	40.9	11	50.0	2	9.1	22
Total	20	40.8	24	49.0	5	10.2	49

TABLE 33

Ex-Camper Rating of Craft Projects
in Helping Them Solve Their Problems
While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	10	37.0	16	59.3	1	3.7	27
Females	6	28.6	10	42.8	6	28.6	22
Total	16	33.3	26	52.1	7	14.6	

Table 34 is a breakdown on how the ex-campers viewed the activity of Fishing. Males found this to be far more important than females did. Of the ex-campers interviewed, 24.5% rated Fishing as a very important activity. Individually, 33.3% of the males (n=27) and 13.6% of the females (n=22) rated it as a very important activity.

Table 35 is a breakdown on how the ex-campers viewed the activity of Group Games. Males found this to be slightly more important than females did. Of the ex-campers interviewed, (n=49) 44.9% rated Group Games as a very important activity. Individually, 48.5% of the males (n=27) and 40.9% of the females (n=22) rated it as a very important activity.

TABLE 34

Ex-Camper Rating of Fishing

in Helping Them Solve Their Problems

While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	9	33.33	9	33.33	9	33.33	27
Females	3	13.6	11	50.0	8	36.4	22
Total	12	24.5	20	40.8	18	34.7	49

TABLE 35

Ex-Camper Rating of Group Games

in Helping Them Solve Their Problems

While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	13	48.15	13	48.15	1	3.7	27
Females	9	40.9	11	50.0	2	9.1	22
Total	22	44.9	24	49.0	3	6.1	49

Table 36 presents a breakdown by percent of the manner in which ex-campers viewed the previous 11 activities after collapsing the degrees of importance (very important and important) into a new category called Positive Feeling. Both sexes viewed Trips as the most important activity in helping them solve their problems while in camp.

Each ex-camper was asked to rate the previous 11 activities as to their importance in problem solving since leaving camp.

Table 37 gives a breakdown of how Trips was rated by the ex-campers. The females viewed Trips as more important than the males did. Of the ex-campers interviewed, (n=49) 46.9% rated Trips as a very important activity. Individually, 40.7% of the males (n=27) and 54.5% of the females (n=22) rated it a very important activity.

Table 38 gives a breakdown for the ex-campers rating for the activity of Problem Solving. Females found this to be far more important than the males did. Of the ex-campers interviewed, (n=49) 53.0% rated Problem Solving as a very important activity. Individually, 44.4% of the males (n=27) and 63.7% of the females (n=22) rated it very important.

Table 39 is a breakdown on how the activity of Construction was rated by the ex-campers interviewed. Males found this to be far more important than the females did. Of the ex-campers interviewed, (n=49) 24.5% rated Construction activity as very important. Individually, 29.6% of the males (n=27) and 18.2% of the females (n=22) rated it very important.

TABLE 36

Percent of Ex-Campers Viewing Camp Activities as Positive in Helping Them Solve Their Problems While at Camp

Activity	Male (%)	Female (%)
Trips	100.0	95.5
Problem Solving Sessions	85.2	77.3
Construction Activities	96.3	90.9
Family Conferences	77.8	72.7
Pow Wows	81.5	81.8
Planning Sessions and Menu Development	81.5	90.9
Chapel and Vespers	55.5	81.8
Cooking	88.9	90.9
Craft Projects	96.3	71.4
Fishing	66.7	63.6
Group Games	96.3	90.9

TABLE 37

Ex-Campers Rating of Trips

In Helping Them Solve Their Problems

After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	11	40.7	14	51.9	2	7.4	27
Females	12	54.5	4	18.2	6	27.3	22
Total	23	46.9	18	36.7	8	16.4	49

TABLE 38

Ex-Campers Rating of Problem Solving

in Helping Them Solve Their Problems

After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	12	44.5	11	40.7	4	14.8	27
Females	14	63.7	5	27.7	3	13.6	22
Total	26	53.0	16	32.7	7	14.3	49

TABLE 39

Ex-Camper Rating of Construction Activities in Helping Them With Their Problems After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	8	29.6	15	55.6	4	14.8	27
Females	4	18.2	9	40.9	9	40.9	22
Total	12	24.5	24	49.0	13	26.5	49

Table 40 gives a breakdown on how the ex-campers viewed the activity of Family Conferences. Both sexes viewed Family Conferences in the same positive manner. Of the ex-campers interviewed, (n=49) 38.8% rated Family Conference as a very important activity. Individually, 37.0% of the males (n=27) and 40.9% of the females (n=22) rated it as very important.

Table 41 is a breakdown on how the ex-campers viewed the acitvity of Pow Wow. Females found this to be slightly more important than the males did. Of the ex-campers interviewed, (n=49) 20.4% rated Pow Wows as a very important activity. Individually, 27.3% of the males (n=27) and 14.8% of the females (n=22) rated it as a very important activity.

TABLE 40

Ex-Camper Rating of Family Conferences

in Helping Them Solve Their Problems

After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	10	37.3	11	40.8	6	22.2	27
Females	9	40.9	9	40.9	4	18.2	22
Total	19	38.8	20	40.8	10	20.4	49

TABLE 41

Ex-Camper Rating of Pow Wows

in Helping Them Solve Their Problems

After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	4	14.8	11	40.8	12	44.4	27
Females	6	27.3	6	27.3	10	45.4	22
Total	10	20.4	17	34.7	22	44.9	49

Table 42 is a breakdown on how the ex-campers viewed the activity of Planning Sessions and Menu Development. The females found this to be far more important than the males did. Of the ex-campers interviewed, (n=49) 38.8% rated Planning Sessions and Menu Development as a very important activity. Individually, 33.3% of the males (n=27) and 45.5% of the females (n=22) rated it as a very important activity.

TABLE 42

Ex-Camper Rating

of Planning Sessions and Menu Development

in Helping Them Solve Their Problems

After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	9	33.33	9	33.33	9	33.33	27
Females	10	45.5	7	31.8	5	22.7	22
Total	19	38.8	16	32.7	14	28.5	49

Table 43 is a breakdown on how the ex-campers viewed the activity of Chapel and Vespers. Although the females found this more important than the males did, both sexes rated this activity very low. Of the ex-campers interviewed, (n=49) 24.5% rated Chapel and Vespers as a very important activity. Individually, 18.5% of the males (n=27) and 31.8 % of the females (n=22) rated it as a very important activity.

TABLE 43

Ex-Camper Rating of Chapel and Vespers
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	5	18.5	7	25.9	15	55.6	27
Females	7	31.8	6	27.3	9	40.9	22
Total	12	24.5	13	26.5	24	49.0	49

Table 44 is a breakdown on how the ex-campers viewed the activity of Cooking. Females found Cooking to be far more important than the males did. Of the ex-campers interviewed, (n=49) 40.8% rated Cooking as a very important

activity. Individually, 25.9% of the males (n=27) and 59.1% of the females (n=22) rated it as very important.

TABLE 44

Ex-Camper Rating of Cooking
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	7	25.9	14	51.9	6	22.2	27
Females	13	59.1	4	18.2	5	22.7	22
Total	20	40.8	18	36.7	11	22.5	49

Table 45 is a breakdown on how ex-campers viewed the activity of Craft Projects. The males rated it as slightly positive while the females rated it as a negative factor. Of the ex-campers interviewed, (n=49) 26.5% rated Craft Projects as a very important activity. Individually, 29.6% of the males (n=27) and 22.7% of the females (n=22) rated it as very important.

TABLE 45

Ex-Camper Rating of Craft Projects
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	8	29.6	12	44.4	7	25.9	27
Females	5	22.7	7	31.8	10	45.5	22
Total	13	26.5	19	38.8	17	34.7	49

Table 46 is a breakdown on how the ex-campers viewed the activity of Fishing. There was a strong agreement by both sexes that Fishing was unimportant in helping them solve their problems after leaving camp. Of the ex-campers interviewed, (n=49) 29.4% rated Fishing as a very important activity. Individually, 22.2% of the males (n=27) and 18.2% of the females (n=22) rated it as very important.

Table 47 is a breakdown on how the ex-campers viewed the activity of Group Games. The females found it to be far more important than did the males. Of the ex-campers interviewed, (n=49) 32.65% rated Group Games as very important. Individually, 25.9% of the males (n=27) and 40.9% of the females (n=22) rated it as a very important activity.

TABLE 46

Ex-Camper Rating of Fishing

in Helping Them Solve Their Problems

After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	6	22.2	7	25.9	14	51.9	27
Females	4	18.2	4	18.2	14	63.6	22
Total	10	20.4	11	22.5	28	57.1	49

TABLE 47

Ex-Camper Rating of Group Games

in Helping Them Solve Their Problems

After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	7	25.9	9	33.3	11	40.8	27
Females	9	40.9	7	31.8	6	27.3	22
Total	16	32.65	16	32.65	17	34.69	49

When asked if they had been in another program or institution besides the Eckerd program, 55.1% of the total population said yes. More males (63%) than females (45.5%) had been in another program. When asked to compare the Eckerd camp to these other programs, all the males and females agreed that they preferred the Eckerd camp. Table 48 contains a breakdown of answers provided by the ex-campers regarding other programs.

TABLE 48

Number of Campers
Who Have Been in Other Youth Programs
Besides the Eckerd Camps

	Yes		No		N
	No.	%	No.	%	
Males	17	63.0	10	37.0	27
Females	10	45.5	12	54.5	22
Total	27	55.1	22	44.9	49

The ex-campers interviewed were provided nine reasons which they felt prevented them from accomplishing their goals while at camp. These reasons were:

1. I was stubborn and wouldn't cooperate.
2. I was not motivated to be right.
3. I was bitter toward family and friends.
4. I enjoyed doing things wrong.
5. I played around too much.
6. I gave up.
7. I thought too much about the past.
8. I ran away too much.
9. Other _____.

Each ex-camper interviewed was asked to rank (1, 2, 3) these possible reasons (main, second, and third).

The total population interviewed selected choice number 1 (I was stubborn and wouldn't cooperate) and number 3 (I was bitter toward my family and friends) as the most common reason for not achieving their goals. Tables 49, 50, and 51 are a breakdown of the ex-campers views.

Table 52 presents a rank order (total number of times each reason was selected as main, second, and third) of the reasons campers felt prevented them from achieving their goals while at camp. From the data it can be seen that reason one, three, and six was selected most often.

TABLE 49

Main Reason Campers Felt Prevented Them

From Achieving Their Goals at Camp

	1	2	3	4	5	6	7	8	9	N
Males	10	1	3	1	3	3	2	2	1	27
Females	8	1	3	0	1	0	2	2	0	22
Total	18	2	6	1	4	3	4	4	1	49

Key = 1. I was stubborn and wouldn't cooperate.
2. I was not motivated to be right.
3. I was bitter toward family and friends.
4. I enjoyed doing things wrong.
5. I played around too much.
6. I gave up.
7. I thought too much about the past.
8. I ran away too much.
9. Other.

TABLE 50

Second Reason Campers Felt Prevented Them

From Achieving Their Goals at Camp

	1	2	3	4	5	6	7	8	9	N
Males	6	5	3	2	3	0	4	1	1	27
Females	3	1	2	1	0	3	4	2	0	22
Total	9	6	5	3	3	3	8	3	1	49

Key = 1. I was stubborn and wouldn't cooperate.
2. I was not motivated to be right.
3. I was bitter toward family and friends.
4. I enjoyed doing things wrong.
5. I played around too much.
6. I gave up.
7. I thought too much about the past.
8. I ran away too much.
9. Other.

TABLE 51

Third Reason Campers Felt Prevented Them From Achieving Their Goals at Camp

	1	2	3	4	5	6	7	8	9	N
Males	3	0	5	0	3	7	2	4	1	27
Females	2	1	1	1	1	4	0	4	2	22
Total	5	1	6	1	4	11	2	8	3	49

Key = 1. I was stubborn and wouldn't cooperate.
2. I was not motivated to be right.
3. I was bitter toward family and friends.
4. I enjoyed doing things wrong.
5. I played around too much.
6. I gave up.
7. I thought too much about the past.
8. I ran away too much.
9. Other.

TABLE 52

Rank Order of Reasons Campers Felt Prevented Them From Achieving Their Goals at Camp

Rank	Reasons	Total	Males	Females
1.	1-I was stubborn and wouldn't cooperate.	32	19	13
2.	3-I was bitter toward family and friends.	17	11	11
2.	6-I gave up.	17	10	7
3.	8-I ran away too much.	15	7	8
4.	7-I thought too much about the past.	14	8	6
5.	5-I played around too much.	11	9	2
6.	2-I was not motivated to be right.	9	6	3
7.	4-I enjoyed doing things wrong.	5	3	2
7.	9-Other.	5	3	2

The ex-campers interviewed were provided 8 reasons which could have helped them to achieve their goals while at camp. These reasons were:

1. Chiefs were tough on me (wouldn't let me get away with anything).
2. Camp was a safe place.
3. The camp was a positive place.
4. There were problem solving sessions.
5. We were always discussing things.
6. Other prople in the group had the same kind of problems which I had.
7. The trips.
8. Other _____.

Each camper interviewed was asked to select the three reasons which helped them most while in camp and to rate the reasons as the main, second, and last. The total population (n=49) selected reason number 1 and 3 as the main reason, numbers 1, 3, and 4 as the second, and numbers 6 and 7 as the last. Tables 53, 54, and 55 reflect the breakdown of how the ex-campers viewed the reasons which helped them achieve their goals in camp.

TABLE 53

Camper Rating of Main Reason Which Helped Them Achieve Goals While in Camp

	1	2	3	4	5	6	7	8
Males	9	1	5	5	0	2	3	2
Females	1	5	5	2	1	4	2	1
Total	10	6	10	7	1	6	5	3

Key = 1. Chiefs were tough on me (wouldn't let me get away with anything).
2. Camp was a safe place.
3. Camp was a positive place.
4. There were problem solving sessions.
5. We were always discussing things.
6. Other people in the group had the same kind of problems which I had.
7. The trips.
8. Other.

TABLE 54

Camper Rating of Second Reason Which Helped Them Achieve Goals While at Camp

.	1	2	3	4	5	6	7	8
Males	4	1	6	5	2	4	3	1
Females	4	1	2	4	4	1	4	
Total	8	2	8	9	6	5	7	1

Key = 1. Chiefs were tough on me (wouldn't let me get away with anything).
2. Camp was a safe place.
3. Camp was a positive place.
4. There were problem solving sessions.
5. We were always discussing things.
6. Other people in the group had the same kind of problems which I had.
7. The trips.
8. Other.

TABLE 55

Camper Rating of Last Reason Which Helped Them Achieve Goals While at Camp

	1	2	3	4	5	6	7	8
Males	3	1	3	2	4	3	6	2
Females		4	2	2	3	6	2	1
Total	3	5	5	4	7	9	8	3

Key = 1. Chiefs were tough on me (wouldn't let me get away with anything).
2. Camp was a safe place.
3. Camp was a positive place.
4. There were problem solving sessions.
5. We were always discussing things.
6. Other people in the group had the same kind of problems which I had.
7. The trips.
8. Other.

The ex-campers were provided a list of four skills for handling problems. They were:

1. Control my temper and don't fight.
2. Handle problems as they arise.
3. Get along better with my family.
4. Talk things out with people.

The ex-campers were asked which skill they thought has been most useful in solving problems they had encountered since leaving camp. The ex-campers were asked to rank them in order of importance.

The total population interviewed (n=49) selected reason number 1 as the most important. The second most important reason was number 2. The third most important reason was equally distributed between numbers 3 and 4, while the least important was number 3. Tables 56, 57, 58, and 59 are a breakdown on the ex-campers responses to the question.

TABLE 56

Most Important Problem Solving Skill

Since Leaving Camp

	1		2		3		4		
	No.	%	No.	%	No.	%	No.	%	N
Males	9	33.3	7	25.9	2	7.4	9	35.3	27
Females	9	40.9	6	37.3	1	4.5	6	37.3	22
Total	18	36.7	13	26.5	3	6.1	15	30.6	49

TABLE 57

Second Most Important Problem Solving

Skill Since Leaving Camp

	1		2		3		4		
	No.	%	No.	%	No.	%	No.	%	N
Males	7	26.9	11	42.3	3	11.5	5	19.2	26
Females	0	0.0	13	59.1	6	27.3	3	13.6	22
Total	7	14.6	24	50.0	9	18.7	8	16.7	48

TABLE 58

Third Most Important Problem Solving Skill Since Leaving Camp

	1		2		3		4		
	No.	%	No.	%	No.	%	No.	%	N
Males	3	12.0	7	28.0	8	32.0	7	28.0	25
Females	4	18.2	1	4.5	8	36.4	9	40.9	22
Total	7	14.9	8	17.0	16	34.0	16	34.0	47

TABLE 59

Least Important Problem Solving Skill Since Leaving Camp

	1		2		3		4		
	No.	%	No.	%	No.	%	No.	%	N
Males	5	20.8	2	8.3	12	50.0	5	20.8	24
Females	8	40.0	2	10.0	6	30.0	4	20.0	20
Total	13	29.5	4	9.1	18	40.9	9	20.5	44

During the interview the ex-campers were provided a response card containing a Likert Scale and corresponding happy to sad facial expression and asked to respond to a number of questions using points on this scale. Their responses are shown in Tables 60 through 79.

TABLE 60

Responses to the Question

"The Adults at Camp Were Fair"

	Total Population		Males		Females	
	F	%	F	%	F	%
Strongly Agree	26	55.3	16	64.0	10	45.5
Agree	14	29.8	7	28.0	7	31.8
Neutral	4	8.5	2	8.0	2	9.1
Disagree	0	0.0	0	0.0	0	0.0
Strongly Disagree	3	6.4	0	0.0	3	13.6
N	47		25		22	

The males were more positive about fairness. However, both sexes agreed that the adults at camp were fair.

TABLE 61

Responses to the Question

"The Adults Were Not Strict Enough With Certain Campers"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	5	10.6	1	4.0	4	18.2
Agree	10	21.3	5	20.0	5	22.7
Neutral	9	19.1	5	20.0	4	18.2
Disagree	14	29.8	7	28.0	7	31.8
Strongly Disagree	9	19.1	7	28.0	2	9.1
N	47		25		22	

Generally, both sexes were neutral on strictness.

TABLE 62

Responses to the Question

"There Were Campers at Camp Who Tried

to Help Other Campers Out"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	32	68.1	17	68.0	15	68.2
Agree	13	27.7	7	28.0	6	27.3
Neutral	1	2.1	1	4.0	1	4.5
Disagree	1	2.1	0	0.0	0	0.0
Strongly Disagree	0	0.0	0	0.0	0	0.0
N	47		25		22	

Both sexes showed a very strong agreement here. There was a positive view of a helping behavior of others in camp.

TABLE 63

Responses to the Question

"Camp Was Much Better than I Expected"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	28	59.6	16	64.0	12	54.5
Agree	8	17.0	4	16.0	4	18.2
Neutral	5	10.6	3	12.0	2	9.1
Disagree	2	4.3	2	8.0	0	0.0
Strongly Disagree	4	8.5	0	0.0	4	18.2
N	47		25		22	

There was a strong agreement between both sexes that camp was better than they had expected.

TABLE 64

Responses to the Question

"My Stay at Camp Helped Me Out a Great Deal"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	30	63.8	16	64.0	14	63.6
Agree	10	21.3	8	32.9	2	9.1
Neutral	1	2.1	0	0.0	1	4.5
Disagree	4	8.5	1	4.0	3	13.6
Strongly Disagree	2	4.3	0	0.0	2	9.1
N	47		25		22	

There was a very strong agreement on the degree that camp helped.

TABLE 65

Responses to the Question

"My Stay at Camp Helped Me Because

I Learned Something About Myself"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	28	60.9	17	68.0	11	52.4
Agree	11	23.9	5	20.0	6	28.6
Neutral	3	6.5	1	4.0	2	9.5
Disagree	4	8.7	2	8.0	2	9.5
Strongly Disagree	0	0.0	9	0.0	0	0.0
N	46		25		21	

There was a very strong agreement on the degree that camp helped the campers learn something about themselves.

TABLE 66

Responses to the Question

"My Family Thinks That Camp Helped Me"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	15	34.0	11	50.0	4	19.0
Agree	9	20.9	4	18.2	5	23.8
Neutral	13	30.2	6	27.3	7	33.3
Disagree	2	4.7	0	0.0	2	9.5
Strongly Disagree	4	9.3	1	4.5	3	14.3
N	43		22		21	

The females showed a mixed feeling on this question. The males showed a more positive feeling.

TABLE 67

Responses to the Question

"My Friends Think That Camp Helped Me"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	9	22.5	8	36.4	1	5.6
Agree	8	20.0	3	13.6	5	27.8
Neutral	12	30.0	6	27.3	6	33.3
Disagree	7	17.5	4	18.2	3	16.7
Strongly Disagree	4	10.0	1	4.5	3	16.7
N	40		22		18	

The ex-campers felt the same on this question as on the previous one. It appears that the campers perceive family and friends as not supportive of the camping program, especially among the girls.

TABLE 68

Responses to the Question

"My Chances of Staying Out of Trouble

With the Law Are Better Since I've Been to Camp"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	26	55.3	11	44.0	15	68.2
Agree	4	8.5	2	8.0	2	9.1
Neutral	5	10.6	4	16.0	1	4.5
Disagree	3	6.4	2	8.0	1	4.5
Strongly Disagree	1	19.1	6	24.0	3	13.6
N	47		25		22	

The females showed a very strong support for the view of staying out of trouble. The males have less self-confidence as shown by only a slightly positive feeling.

TABLE 69

Responses to the Question

"If I Had a Problem While I Was at Camp

I Would Go to My Group Leader First"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	16	34.0	7	28.0	9	40.9
Agree	11	23.4	7	32.0	3	13.6
Neutral	3	6.4	1	4.0	2	9.1
Disagree	8	17.0	5	20.0	3	13.6
Strongly Disagree	9	19.1	4	16.0	5	22.7
N	47		25		22	

The campers showed mixed feelings toward this question.

TABLE 70

Responses to the Question

"Most of the Staff at Camp

Took a Personal Interest in Campers"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	33	70.2	18	72.0	15	68.2
Agree	8	17.0	5	20.0	3	13.6
Neutral	3	6.4	1	4.0	2	9.1
Disagree	3	6.4	1	4.0	2	9.1
Strongly Disagree	0	0.0	0	0.0	0	0.0
N	47		25		22	

Both sexes showed a very strong view of the supportiveness of the camp staff.

TABLE 71

Responses to the Question

"The Religious Aspects of the Camp Program

Helped Me"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	13	27.7	10	40.0	3	13.6
Agree	8	17.0	1	4.0	7	31.8
Neutral	12	25.5	5	20.0	7	31.8
Disagree	10	21.3	7	28.0	3	13.6
Strongly Disagree	4	8.5	2	8.0	2	9.1
N	47		25		22	

The females showed mixed feelings while the males were slightly positive. Chi Square test indicates a significant (p=.0396) difference between males and females.

TABLE 72

Responses to the Question

"Because of the Camp Program I Am Now Able

to Get Along Better With My Family"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	18	39.1	9	37.5	9	40.9
Agree	11	23.9	6	25.0	5	22.7
Neutral	8	17.4	4	16.7	4	18.2
Disagree	4	8.7	3	12.5	1	4.5
Strongly Disagree	5	10.9	2	8.3	3	13.6
N	46		24		22	

The campers again show some lack of self-confidence.

TABLE 73

Responses to the Question

"If I Keep Out of Trouble on the Outside

It Will Be Because of What I Learned at Camp

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	12	25.5	8	32.0	4	18.2
Agree	22	46.8	11	44.0	11	50.0
Neutral	4	8.5	2	8.0	2	9.1
Disagree	3	6.4	2	8.0	1	4.5
Strongly Disagree	6	12.8	2	8.0	4	18.2
N	47		25		22	

Both males and females showed only a slightly positive feeling to this question.

TABLE 74

Responses to the Question

"The Staff Members at Camp

Really Tried to Help Me"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	32	69.6	18	72.0	14	66.7
Agree	10	21.7	7	28.0	3	14.3
Neutral	2	4.3	0	0.0	2	9.5
Disagree	1	2.2	0	0.0	1	4.8
Strongly Disagree	1	2.2	0	0.0	1	4.8
N	46		25		21	

Both sexes showed strong support that camp staff really tried to help.

TABLE 75

Responses to the Question

"The Best Way to Make It at Camp

Was Not to 'Rat' on Someone Else"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	10	21.7	5	20.8	5	22.7
Agree	7	15.2	3	12.5	4	18.2
Neutral	3	6.5	2	8.3	1	4.5
Disagree	11	23.9	8	33.3	3	13.6
Strongly Disagree	15	32.6	6	25.0	9	40.9

Data from this question shows a degree of support of camp imposed norms. However, because of the wording of the question, the data was not considered valid.

TABLE 76

Responses to the Question

"I Like Myself Better Now

Because of What Happened at Camp"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	21	44.7	12	48.0	9	40.9
Agree	17	36.2	9	36.0	8	36.4
Neutral	4	8.5	3	12.0	1	4.5
Disagree	2	4.3	0	0.0	2	9.1
Strongly Disagree	3	6.4	1	4.0	2	9.1
N	47		25		22	

Both sexes were supportive of the camping program.

TABLE 77

Responses to the Question

"I Am Able to Control My Temper

Better Than Before I Went to Camp"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	23	50.0	14	58.3	9	40.9
Agree	9	19.6	4	16.7	5	22.7
Neutral	2	4.3	2	8.3	0	0.0
Disagree	8	17.4	3	12.5	5	22.7
Strongly Disagree	4	8.7	1	4.2	3	13.6
N	46		24		22	

Data reveals both sexes showed a positive support for the camping program especially the males.

TABLE 78

Responses to the Question

"If a Friend of Mine Got in Real Trouble

I Would Want Him/Her to Go to Camp"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	32	69.6	19	79.2	13	59.1
Agree	4	8.7	1	4.2	3	13.6
Neutral	4	8.7	4	16.7	0	0.0
Disagree	2	4.3	0	0.0	2	9.1
Strongly Disagree	4	8.5	0	0.0	4	18.2
N	46		24		22	

Chi Square test indicated a significant difference (p=.0169) between males and females on this question. However, both sexes showed a strong support for the program.

TABLE 79

Responses to the Question

"When I First Got Out of Camp,

If I Felt I Was Going to Get Back Into Real Trouble,

I Would Ask to Be Sent Back to Camp Before It Happened"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	25	53.2	16	64.9	9	40.9
Agree	7	14.9	4	16.0	3	13.6
Neutral	3	6.4	1	4.0	2	9.1
Disagree	6	12.8	2	8.0	4	18.2
Strongly Disagree	6	12.8	2	8.0	4	18.2
N	47		25		22	

Data reveals both sexes were supportive of the program, especially the males.

The ex-campers were asked to describe the degree of support they received from "chiefs", family workers, counselors, or others during the first 6 months, second 6 months, and after one year from their departure from the camp. Nearly two-thirds of the ex-campers indicated that they received no help during the first 6 months after leaving camp (Table 79). Three-fourths also indicaed that they received no help during the second 6 month period (Table 80) and 76.5% received no help beyond one year from departure (Table 81).

TABLE 80

Help Received During lst. Six Months After Camp Release

Category	Total Population No.	%	Males No.	%	Females No.	%
Chief	7	14.9	4	16.0	3	13.6
Family Worker	6	12.8	3	12.0	3	13.6
Social Worker	5	10.6	1	4.0	4	18.2
No Help	29	61.7	17	68.0	12	54.5
N	47		25		22	

TABLE 81

Help Received During 2nd. 6 Months After Camp Release

Category	Total Population No.	%	Males No.	%	Females No.	%
Chief	5	10.6	3	12.0	2	9.1
Family Worker	5	10.6	3	12.0	2	9.1
Camp Director	1	2.1	1	4.0	0	0.0
Social Worker	1	2.1	0	0.0	1	4.5
No Help	35	74.5	18	72.0	17	77.3
N	47		25		22	

TABLE 82

Help Received Beyond 1 Year After Release

Category	Total Population No.	%	Males No.	%	Females No.	%
Chief	6	12.8	2	8.0	4	18.2
Family Worker	1	2.1	1	4.0	0	0.0
Social Worker	4	8.5	3	12.0	1	4.5
No Help	36	76.5	19	76.0	17	77.3
N	47		25		22	

When the ex-campers were asked if they returned to school after leaving camp, 88.9% of the total population interviewed indicated they had returned upon camp release. Table 83 contains a breakdown of ex-campers returning to school. The data indicates that the males had a better record than the females for returning to school.

TABLE 83

Ex-Campers Returning to School Upon Release

Category	Yes		No		N
	No.	%	No.	%	
Males	23	95.8	1	4.2	24
Females	17	81.0	4	19.0	21
Total Population	40	88.9	5	11.1	45

Table 84 reflects the type of school the ex-campers returned to. The data indicates a higher percentage of the males returned to regular schools than the females. More females returned to private or special schools than the males.

TABLE 84

Type of Schools to Which Ex-Campers Enrolled in After Camp

Category	Regular		Special Ed.		Other		N
	No.	%	No.	%	No.	%	
Males	18	78.3	1	4.3	4	17.4	23
Females	10	58.8	2	11.8	5	29.4	17
Total	28	70.0	3	7.5	9	22.5	40

Table 85 reflects the number of years the ex-campers (not graduating) remained in school after leaving camp. The data reveals that of the total number of ex-campers who returned to school after camp (n=40), 47.5% graduated (males 39%, females 59%).

TABLE 85

Length of Time Ex-Campers (Not Graduating)

Remained in School

Years	No. Leaving After Year Completed	Males Cumulative	%	No. Leaving After Year Completed	Females Cumulative	%
Less Than 1	1	14	100	0	0	0
1	6	13	93	4	7	100
2	1	7	50	1	3	43
3	2	6	43	1	2	29
4	2	4	29	0	1	14
5	0	2	14	0	1	14
6	1	2	14	1*	1	14
7	1	1	7			
Sub-Total	14			7		
Graduating	9			10		
Total	23			17		

* This female is still in school and expects to graduate in spring 1980

Males Graduates (n=9) - 6 graduated by completing school work
3 graduated by G.E.D.

Female Graduates (n=10) - 6 graduated by completing school work
4 graduated by G.E.D.

The ex-campers interviewed were asked if they had any court contacts since leaving camp. They were provided an arrest code sheet and asked to list court contacts for the first 6 months, second 6 months, second year and third year, and after since leaving camp. Table 86, 87, 88, and 89 is a breakdown of how the ex-campers responded to the question. The data (Table 86) reveals that 68% of the males (n=27) and 77.3% of the females (n=17) had no legal convictions during the first 6 months after leaving camp. During the second 6 months (Table 87) after leaving camp, 72% of the males (n=18) and 85.9% of the females (n=19) had no legal convictions. During the second year (Table 88) after leaving camp, 52% of the males (n=13) and 90.9% of the females (n=20) had no legal convictions. During the third year and after (Table 89) reveals that 36% of the males (n=9) and 95.5% (n=21) had no legal convictions.

TABLE 86

Severity of Convictions 1st. 6 Months

Category	Code	Total Population No.	%	Males No.	%	Females No.	%
No. Convictions	0	34	72.3	17	68.0	17	77.3
Emotional-Organic	103	1	2.1	1	4.0	0	0.0
Runaway-Home	125	3	6.4	0	0.0	3	13.6
Runaway-Home-School	126	1	2.1	0	0.0	1	4.5
Family-School Problems	135	1	2.1	1	4.0	0	0.0
School Problems	136	5	10.6	4	16.0	1	4.5
Fam-Sch-Probation Prob.	139	1	2.1	1	4.0	0	0.0
Burglary	592	1	2.1	1	4.0	0	0.0
N		47		25		22	

TABLE 87

Severity of Convictions 2nd. 6 Months

Category	Code	Total Population No.	%	Males No.	%	Females No.	%
No Convictions	0	37	78.3	18	72.0	19	85.9
Neglected	113	1	2.1	0	0.0	1	4.5
Truancy	123	1	2.1	0	0.0	1	4.5
Fight with Family	133	1	2.1	1	4.0	0	0.0
Fam-Sch-Problems	135	1	2.1	1	4.0	0	0.0
School Problems	136	1	2.1	1	4.0	0	0.0
Simple Assault	191	1	2.1	1	4.0	0	0.0
Pos-Nonnarcotic-Drug	413	2	4.3	2	8.0	0	0.0
Larceny-Unspecified	522	1	2.1	0	0.0	1	4.5
Strongarm Robbery	811	1	2.1	1	4.0	0	0.0
N		47		25		22	

TABLE 88

Severity of Convictions 2nd. Year

Category	Code	Total Population No.	%	Males No.	%	Females No.	%
No Convictions	0	33	70.2	13	52.0	20	90.9
Neglected	125	2	4.3	1	4.0	1	4.5
School Problems	136	1	2.1	1	4.0	0	0.0
Drunk	173	1	2.1	1	4.0	0	0.0
Conceiled Weapon	183	1	2.1	1	4.0	0	0.0
Simple Assault	191	1	2.1	1	4.0	0	0.0
Pos-Nonnarcotic-Drug	413	1	2.1	1	4.0	0	0.0
Breaking and Entering	542	2	4.3	2	8.0	0	0.0
Grand Larceny	582	1	2.1	1	4.0	0	0.0
Burglary	592	3	6.4	3	12.0	0	0.0
Aggravated Assault	721	1	2.1	0	0.0	1	4.5
N		48		25		22	

TABLE 89

Severity of Convictions 3rd. Year And After

Category	Code	Total Population No.	%	Males No.	%	Females No.	%
No Convictions	0	30	63.8	9	36.0	21	95.5
Drunk	173	1	2.1	1	4.0	0	0.0
Pos-Nonnarcotic-Drug	413	1	2.1	1	4.0	0	0.0
Pos-Narcotics	423	1	2.1	1	4.0	0	0.0
Petty Larceny	512	2	4.3	2	8.0	0	0.0
Auto Theft	562	1	2.1	1	4.0	0	0.0
Grand Larceny	582	3	6.4	3	12.0	0	0.0
Burglary	592	3	6.4	3	12.0	0	0.0
Assault	701	1	2.1	1	4.0	0	0.0
Assault and Battery	711	1	2.1	0	0.0	1	4.5
Aggravated Assault	721	3	6.4	3	12.0	0	0.0
N		47		25		22	

Note: Chi Square test indicated the difference between males and females to be significant at p=.0139.

The last question the ex-campers was asked to respond to concerned their present occupation, marital status, and the number of children they had. Table 90 is a breakdown of the ex-camper's present occupation. Table 91 is a breakdown of their marital status. Table 92 is a breakdown of the number of children the ex-campers reported.

The data on the present occupations of the ex-campers reveal that 15% are unemployed, 8.5% are in the military services, 6.4% are prison inmates, 10.6 are in construction, 8.5% work in automotive repair, and 27.3% are housewives. The remainder of the ex-campers work in other trades.

The present marital status of the ex-campers is 49% single, 30% married, 4% separated, and 17% divorced. Of the ex-campers 53% have no children. Of the ex-campers who do have families, they average 1.1 child per family.

TABLE 90

Ex-Campers Present Occupation

Occupation	Total Population No.	%	Males No.	%	Females No.	%
Unemployed	7	14.9	3	12.0	4	18.2
Construction	5	10.6	4	16.0	1	4.5
Cook	1	2.1	1	4.0	0	0.0
Prison Inmate	3	6.4	3	12.0	0	0.0
Gen. Work	4	8.5	3	12.0	1	4.5
Military	4	8.5	3	12.0	1	4.5
Custodial	1	2.1	1	4.0	0	0.0
Auto. Work	4	8.5	4	16.0	0	0.0
Recreation	1	2.1	1	4.0	0	0.0
Self Employed	1	2.1	1	4.0	0	0.0
Chemical Work	2	4.3	0	0.0	2	9.1
Student	2	4.3	0	0.0	2	9.1
Housewife	6	12.8	0	0.0	6	27.3
Hospital Work	3	6.4	1	4.0	2	9.1
Sales	1	2.1	0	0.0	1	4.5
Other	2	4.3	0	0.0	2	9.1
N	47		25		22	

TABLE 91

Marital Status

Category	Total Population No.	%	Males No.	%	Females No.	%
Single	23	48.9	13	52.0	10	45.5
Married	14	29.8	6	24.0	8	36.4
Separated	2	4.3	2	8.0	0	0.0
Divorced	8	17.0	4	16.0	4	18.2
N	47		25		22	

TABLE 92

Number of Children

Number	Total Population No.	%	Males No.	%	Females No.	%
No Children	25	53.2	17	68.0	8	36.4
1 Child	15	31.9	6	24.0	9	40.9
2 Children	3	6.4	1	4.0	2	9.1
3 Children	2	4.3	0	0.0	2	9.1
4 Children	1	2.1	1	4.0	0	0.0
5 Children	1	2.1	0	0.0	1	4.5
N	47		25		22	

Family Counselor, Interview: Results

In order to determine how the families or family substitutes viewed the camping program and its effect on the campers, each family or family substitute was interviewed. When asked if they were satisfied with the treatment their child received while in camp, 97.7% (n=43) replied with a "yes". Only one parent was not satisfied and the reason given for the dissatisfaction was, "I thought the camp would teach him to stop stealing but when he got out, he was back in trouble." When asked if they observed any changes in their child after he/she returned home from camp, 79.5% of the parents (n=35) answered with a "yes".

An effort was made to determine how the ex-campers' HRS counselor, Youth counselor, or private referral contact felt regarding the effect camp had on the campers. In this effort, the researchers were unable to locate a sufficient number to gain any insight. A possible reason for this inability to locate these people was the length of time which had elapsed since the campers were referred to camp. Only seven counselors or teachers could be located. Those that were located generally felt the campers had an average to slightly above average chance for success after camp.

The camper and/or his parents were asked if they could recommend a friend, neighbor, or acquaintance who knew the camper before and after camp who the researchers could interview and obtain additional information regarding the camp and its effects on the camper. The researchers were

unable to accomplish this. Two reasons given by the campers or their parents which prevented the gathering of additional data from the friends or neighbors were:

1. Only the campers family had any knowledge of the camper being in camp and they did not want other people brought into the interviews.
2. The family moved during or after the camper left camp, therefore the family did not have anyone close enough to recommend for the interview.

SUMMARY

General Descriptive Characteristics of the Campers Prior to Entry into the Program

The mean age of campers at entry into the program was 13 years. Campers entry age ranged from 7 years to 15 years. The mean age of the males was 12 and females 14, a difference of 2 years.

The total population was 93.2% white, 5% black, and 1.8% Native American and Spanish-Latin (Table 3).

The educational level of campers prior to entry into the program ranged from grade 1 to grade 10. The average grade entry level was 6.4. Analysis reveals that females averaged 2.5 grades ahead of the males. The greater average age of the females explains a portion of their more advanced grade level over the males, however where the males averaged two grade levels behind what would be expected of their average age, the females averaged only one grade level behind.

Referral History

The majority of these subjects entered the program from Pinellas (57%) and Hillsborough (32%) counties (Table 6). This was to be expected since the two camps in existance during the study were located near these very populous counties.

The majority of the campers were referred by the court

or legal systems (49.1%) while socio-economic services provided the second largest group (25.5%) (Tables 7, 8, 9). The majority of the females entered the program through court or law channels where the majority of the males entered through socio-economic services (Table 10 and 11).

Family Background

The reported living situations for the campers prior to entry reflect the relative instability of family life during this period (Table 12). While the 1970 United States Census for Florida indicates that 78.4% of persons, under 18 years old, live with both parents, 65.8% of the population of this study came from broken homes. Nearly 71% of the males and over 59% of the females resided in broken homes prior to entry (Table 13).

Within the family structure, the average number of children was 3.5 (Table 14). These campers tended to be second or later (Table 15) in birth order with 32.9% being first, 37.9% being middle and 13% being the last born (Table 16).

Court History

Prior to entering camp, approximately 27% of these campers had juvenile court convictions, with approximately 12% having multiple convictions (Table 16). The types of offenses which brought them into contact with the courts were non-delinquent status offenses (running away from home, truancy, and incorrigible) and crimes against property (breaking and entering, petit larceny). Only one

crime against a person was reported (Table 17).

The data indicates that no camper had prior youth commitments before entering the Eckerd Camping Program.

Length of Stay in Camp

The population of this study averaged 12.0 months tenure in camp. Their length of stay ranged from a minimum of .9 month to a maximum of 38 months. The average male remained in camp for 14.6 months while the average female remained in camp for 10.5 months (Talbe 18).

From the collected descriptive data, it can be concluded that during the period of March 1, 1968 to December 31, 1971:

- Campers averaged 13 years of age on entry (males 12 and females 14).
- Racial minorities made up only 6.8% of the population.
- The average entry grade level was 6.4 (males were 2 grade levels behind their age and females were 1 grade level behind.
- 89% came from Pinellas and Hillsborough counties.
- 49.1% were referred by court systems and 25.5% from socio-economic services (females tended to come more from courts and males from socio-economic services).
- 65.8% came from non-normal home situations (without two natural or adoptive parents).
- Their families averaged 3.5 siblings and the campers tended to be second or later births.

- They tended to have little juvenile conviction records prior to entry (27% with 12% having two or more), for those with a record they had tended to be status or minor theft problems. The number of crimes against persons was insignificant.
- They had no prior youth commitments.
- Their stay in camp averaged 12 months (male 14.6 months and females 10.5 months).

Summary from the Personal Interviews

With regard to how they viewed entering the camping program, the feeling most often expressed by the ex-campers was positive (41.7%). This positive attitude was shared by both sexes. Negative feeling was expressed as the second (31.8%) most often feeling by the ex-campers (Table 20).

The large majority of the ex-campers (75%) felt that someone took a special interest in them while they were at camp (Table 21). The ex-campers (47.9%) felt that this special interest was caused by a genuine concern for them (Table 22).

The responses most often given by the ex-campers regarding their personal goals while at camp was (1) had no goals, (2) to get out of camp and go home, and (3) to learn to be a better person (Tables 23, 24, 25).

Camp activities which helped to solve problems while at camp were viewed by ex-campers in varying strengths. The ex-campers rated Trips (Table 26), Problem Solving Sessions (Table 27), Family Conferences (Table 29),

Pow-Wows (Table 30), Cooking (Table 33) and Group Games (Table 36) as being most helpful. Fishing (Table 35) and Chapel and Vespers (Table 32) received the lowest rating.

However, there was some significant differences between sexes as males rated Chapel and Vespers as a neutral factor while females rated it as a positive factor in problem solving. Also males rated planning sessions and menu development as a more positive force in helping to solve problems while in camp than did females.

Camp activities which helped to solve problems after leaving camp were viewed by the ex-campers somewhat differently from the usefulness of the same activities while at camp. Trips (Table 37), Problem Solving Sessions (Table 38), Family Conferences (Table 40), and Cooking (Table 44) again received the most positive rating. The males rated Trips as a more positive factor than did females. The females rated cooking as a more positive factor than did males. There were no significant differences between how the males and females rated the other activities. Pow-wows (Table 41), Chapel and Vespers (Table 43), and Fishing (Table 46) received the weakest response.

The ex-campers which had been in other programs or institutions for boys or girls indicated the camping program to be better.

The ex-campers indicated that the three main reasons which could have prevented them from achieving their goals while at camp to be

1. I was stubborn and wouldn't cooperate.
2. I ran away too much.
3. I gave up.

The ex-campers indicated that the three main reasons which helped them achieve their goals while at camp were:

1. Chiefs were tough on me (wouldn't let me get away with anything).
2. The camp was a safe place.
3. Other people in the group had the same kind of problems which I had.

The ex-campers rated the tools they learned in camp which helped them most since leaving camp as:

1. Control my temper and don't fight.
2. Handle problems as they arise.
3. Talk things out with people.
4. Get along better with my family.

Ex-campers felt that the adults at camp were fair (Table 57), but they were neutral in their feelings about whether the adults were not strict enough with certain campers (Table 58). The ex-campers had strong positive feelings on whether there were campers at camp who tried to help other campers out (Table 59). A majority (59.6%) of the ex-campers thought camp was much better than they expected (Table 60). Both males and females strongly agreed (64%) that their stay in camp helped them out a great deal (Table 61) and 61% thought their stay at camp helped them to learn something about themselves (Table 62). The ex-campers were

pretty much neutral on their feelings regarding whether their family or friends thought camp helped them (Table 63 and 64). A majority (55%) of the ex-campers thought their chances of staying out of trouble with the law was better since being in camp (Table 65). The ex-campers were pretty close to being neutral on their feelings regarding who they would go to in camp if they had a problem (Table 66). There was a strong positive feeling (70%) among the ex-campers that most of the staff at camp took a personal interest in campers (Table 67). A majority (63%) of the ex-campers had a positive feeling that, because of the camp program, they were able to get along better with their family (Table 69). A large majority (72%) of the ex-campers agreed that if they stayed out of trouble on the outside, it would be because of what they learned in camp (Table 70). There was a strong (70%) positive feeling regarding whether staff members at camp really tried to help them (Table 71). The majority of the ex-campers agreed that they liked themselves better now because of what happened at camp (Table 73) and they were able to control their temper better since camp (Table 74). A majority (53%) of the ex-campers strongly agreed that when they first got out of camp and felt they were going to get back into real trouble, they would ask to be sent back to camp (Table 76).

When the ex-campers were presented the question regarding the religious aspects of the camping program as being helpful, there was a significant difference between

the responses given by the males from those of the females. Males were more positive in their feelings than females.

On the question of whether they would want a friend of theirs to go to camp if the friend was in real trouble, the responses given by males differed significantly from the responses given by females. Again males were more positive in their feeling than females.

From the interviews of a sample of the population enrolled in the Eckerd Camps between March 1, 1968 through December 31, 1971, it was found that:

- Ex-campers felt that camp staff took a special interest in them and were fair.
- On entry most campers desired to become a better person or just get back home. However, many had no particular goals on arrival at the camp.
- They felt that the following activities were especially helpful in problem-solving while in camp:

  Trips
  Problem Solving Sessions
  Family Conferences
  Pow-wows
  Cooking
  Group Games

- They felt that the skills gained in Trips, Problem Solving Sessions, Family Conferences, and Cooking continued to help them after leaving camp.

- Those who had been in other programs before or since the Eckerd program, felt the Eckerd program was superior.
- The main reasons for failure to achieve personal goals was:

  Stubbornness and lack of cooperation

  Running away

  Giving up.
- The main factors helping them achieve personal goals were:

  Strictness of staff

  Safety of camp

  Sharing problems
- The most valuable skills learned in camp were:

  Controlling temper

  Ability to handle problems

  Talking problems out

  Getting along with family
- They felt that other campers were willing to help and share.
- They felt that camp helped them personally and that they learned a great deal about themselves as a result.
- They felt that their chances of staying out of trouble were improved by the camp experience.
- They felt there were better able to get along with their families as a result of camp experiences.

- They felt they could better control their temper since camp.
- When they were first released, they would have elected to return to camp if they felt that they were getting in trouble.
- They would elect to refer a friend to camp who was getting into difficutlty.

After Camp Results

A majority (62%) of the ex-campers received no help the first 6 months after leaving camp. The ex-campers who did receive help reported that the help was evenly distributed between chiefs, Family Workers, and Social Workers (Table 77). The same situation existed for the second 6 months and thereafter (Tables 78 and 79).

The data reveals that 89% of the ex-campers returned to school after camp. Of those who returned to school, 70% returned to regular schools, 7.5% were placed in special education classes, and 22.5% went to private schools. These ex-campers stayed in school an average of 2.8 years after returning to school and 31.8% graduated. Individually, 40.8% of females graduated while 22.2% of males finished.

The data reveals that during the first 6 months after leaving camp, 72.3% of the ex-campers had no contact with the law. Of those ex-campers who did come into contact with the law, only one criminal act against property was reported. The remaining contacts were for running away from home or school and family or school problems (Table 83).

During the second 6 months after leaving camp, 70.2% of the ex-campers had no convictions. Individually, 52% of the males and 91% of the females had no convictions. The severity of the crimes did not increase for this period of time (Table 85).

For the third year after leaving camp and thereafter, 63.8% of the ex-campers had no convicitons. During this period, the differences between the males and females were significant. Of the females 95.5% received no convictions while 36.0% of the males received no convictions (Table 86).

The data on the present occupations of the ex-campers reveal that 15% are unemployed, 8.5% are in the military services, 6.4% are prison inmates, 10.6% are in construction, 8.5% work in automotive repair, and 27.3% are housewives. The remainder of the ex-campers work in other trades (Table 87).

The present marital status of the ex-campers is 49% single, 30% married, 4% separated, and 17% are divorced. Of the ex-campers 53% have no children. Of the ex-campers who do have families, they average 1.1 child per family (Table 88 and 89).

From interviews and available records, the following results were determined for those campers enrolled in Eckerd Camps from March 1, 1968 through December 31, 1971:

- The majority received no assistance from camp personnel after departure.
- 89% returned to school - averaging 2.8 years in

school after release.

- 31.5% ultimately graduated from school (males 22.2%, females 40.8%)
- 72.3% had no legal convictions in the first 6 months after release (only one criminal act against property.
- 78.8% had no legal convictions in the second 6 months after release.
- 70.2% had no legal convictions during the second year after release (males 52%, females 91%).
- 63.8% had no legal convictions in the third year after release (males 36%, females 95.5%).
- Presently, 78.6% of these ex-campers are employed (6.4% of males are in prison).
- 30% of the ex-campers are currently married and 21% are divorced or separated.

Family Views

The families of the campers were very satisfied with the treatment their children received while at camp. The majority viewed the camping experiences their children had as causing a noticeable change in their behavior when they returned home. There was strong support of the families for the camping program.

COMPUTER DATA FORM
ECKERD FOUNDATION

NAME _____ _____ _____
first (1:1-12) middle (1:1-12) last (1:15-26)

ADDRESS _____ _____ _____
street (1:29-61) city (1:54-69) state(1:72-73)

ZIP CODE _____ (1:76-80)

CAMPER ID NUMBER _____ (2:1-8)

CAMP _____(2:11-12)

STATE IN WHICH CAMP IS LOCATED _____(2:9-10)

CAMPER'S RESIDENCE AT ENTRY _____ _____
state county (2:13-18)

SEX _____(2:22) RACE _____(2:23)

DATE OF BIRTH _____ _____ _____
month (2:26-27) day(2:28-29) year (2:24-25)

DATE OF REFERRAL _____ _____ _____
month(2:32-33) day(2:34-35) year (2:30-31)

DATE OF ENTRY _____ _____ _____
month(2:38-39) day(2:40-41) year (2:36-37)

REFERRAL AGENCY _____(2:45-46)

PROGRAM ACCEPTANCE: YES ___ NO ___(2:47)

IF NOT ACCEPTED, WHY? _____(2:48-49)

NUMBER OF LEGAL CONVICTIONS: (Conviction: those referral offenses for which action was taken, i.e. probation, counseling, commitment)

IN 1 YEAR PRIOR TO ENTRY	_____	(2:50-51)
1 to 2 YEARS PRIOR TO ENTRY	_____	(2:52-53)
2 to 3 YEARS PRIOR TO ENTRY	_____	(2:54-55)
TOTAL OF ALL YEARS PRIOR TO ENTRY	_____	(2:56-57)

TYPE OF OFFENSE FOR CONVICTIONS:
MOST RECENT _____(2:58-60
2nd MOST RECENT _____(2:61-63)
3rd MOST RECENT _____(2:64-66)

NUMBER OF YOUTH REFERRALS: (Youth Referral: offenses for which youth services became involved)

1 YEAR PRIOR TO ENTRY	_____	(2:69)
TOTAL OF ALL YEARS	_____	(2:67-68)

TYPE OF REFERRALS: (Disposition of Youth Referral: i.e. try center family group home, training school, counseling)

MOST RECENT _____ (2:70-71)
2nd MOST RECENT _____ (2:72-73)
3rd MOST RECENT _____ (2:74-75)

YOUTH COMMITMENTS: (Do not count suspended commitments)

1 YEAR PRIOR TO ENTRY _____ (2:78)
TOTAL ALL YEARS _____ (2:76-77)

TYPE OF COMMITMENTS: (Type of Program Child entered after commitment)

LAST _____ (2:79-80)

NEXT TO LAST _____ (3:1-2)

FAMILY INCOME: (annual) _____ (3:3-4)

WHICH FAMILY MEMBERS GENERATE THIS INCOME _____ (3:5)

TOTAL NUMBER OF CHILDREN IN FAMILY (including camper) _____ (3:6-7)

BIRTH ORDER OF CAMPER _____ (3:8-9)

WHOM CAMPER LIVED WITH PRIOR TO ENTRY (relationship) _____ (3:10-11)

SCHOOL GRADE ENROLLED IN IMMEDIATELY PRIOR TO ENTRY _____ (3:12-13)

TRUANCIES: NUMBER IN 1 YEAR PRIOR TO ENTRY _____ (3:14-15)
NUMBER BETWEEN 1 and 2 YEARS PRIOR TO ENTRY _____ (3:16-17)
NUMBER BETWEEN 2 and 3 YEARS PRIOR TO ENTRY _____ (3:18-19)

FAMILY WORKER INTERVIEW PERCEPTIONS OF BEHAVIOR: (Using the scale below)

NEVER, RARELY (1) FREQENTLY (3) NOT KNOWN OR OBSERVED (0)
OCCASIONALLY (2) USUALLY, ALWAYS (4)

ORGANIZATION	_____ (3:20)
MOTIVATION	_____ (3:21)
GETTING ALONG WITH TEACHERS	_____ (3:22)
READING PROGRESS	_____ (3:23)
MATH PROGRESS	_____ (3:24)
BEHIND IN GRADE LEVEL	_____ (3:25)
DIFFICULTY WITH CLASSMATES	_____ (3:26)
DIFFICULTY WITH PLAYGROUND ACTIVITIES	_____ (3:27)
IMPULSIVENESS	_____ (3:28)
FRUSTRATION TOLERANCE	_____ (3:29)
DISRUPTIVENESS	_____ (3:30)

DATE OF DEPARTURE FROM PROGRAM _____ _____ _____
month (11:13-14) day (11:15-16) year (11:11-12)

REASON FOR DEPARTURE _____
(11:17-18)

DATE FOR ENTRY IN TRANSITIONAL CLASSROOM _____ _____ _____
month day year

PERSON COMPILING INFORMATION ABOVE: _____

DATE INFORMATION WAS COMPILED: _____

If the client has had a mother, father, step-mother, etc., whom he has lived with within the last three years, that has been convicted of a violation that has led to a loss of liberty on their part, please make note of this below.

DATE	RELATIONSHIP	OFFENSE	DAYS INCARCERATED	WHERE

1. Can you remember your feelings at the time you decided you were going to camp?

Yes No

If your answer was yes, were your feelings:

Positive (wanted to go)
— Negative (objected to going, but kept my feelings to myself)
Apprehensive (wanted to go, but was afraid of what was ahead of me)
Neutral (did not care one way or the other)

2. Did someone take a special interest in you at camp?

Yes No

Who was this person?

Why do you think this person took a special interest in you?

1. It was his job
2. Wanted to help
3. Needed someone to be with
4. Had a problem similar to yours
5. Don't know
6. Other _____

Have you talked or written to this person since leaving camp?

Yes No

3. We are interested in your personal goals while at camp. Please list below what your personal goals were.

No. 1 (main goal)

No. 2 (second goal)

No. 3 (third goal)

4. The following is a list of activities that happened while you were at camp. Please rate each activity as to how important it was in helping you solve your problems while in camp.

	Very Important	Important	Not Important
Trips			
Problem Solving			
Construction			
Family Conferences			
Pow Wow			
Plans and Menus			
Chapel and Vespers			
Cooking			
Crafts			
Fishing			
Group Games			

5. The following is a list of 11 activities that happened while you were at camp. Considering your experiences since leaving the camp, please rate each as to its importance in helping you cope with problems you have encountered in school or at work.

	Very Important	Important	Not Important
Trips			
Problem Solving			
Construction			
Family Conferences			
Pow Wow			
Plans and Menus			
Chapel and Vespers			
Cooking			
Crafts			

Fishing

Group Games

6. Have you ever been in another program or institution for boys/girls your age?

Yes No

If yes, what? _____

If yes, how did Camp _____ compare with the other institution?

List the other institution, including location, approximate dates you were there and list specific differences.

7. Listed below are some reasons which could have prevented you from accomplishing your goal while at Camp _____ _____. Select the three reasons which you think kept you from achieving your goals while at Camp _____.

No. 1. - Main reason
No. 2. - Second reason
No. 3. - Third reason

I was stubborn and wouldn't cooperate _____

I was not motivated to be right _____

I was bitter toward family and friends _____

I enjoyed doing things wrong _____

I played around too much _____

I gave up _____

I thought too much about the past _____

I ran away too much _____

Other _____ _____

8. Listed below are some reasons which could have helped you achieve your goals while at Camp _____. Select the three reasons which you think helped you most.

No. 1. - Main reason
No. 2. - Second reason
No. 3. - Third reason

Chiefs were tough on me (wouldn't let me get away with anything) _____

Was a safe place _____

The camp was a positive place _____

The problem solving sessions _____

We were always discussing things _____

Other prople in the group had the same kind of problems which I had _____

The trips _____

Other _____ _____

9. Listed below are four tools for handling problems. In your opinion, which tool do you think has been most useful in solving problems you have encountered since leaving camp. Please rank them in order of most important to least important.

No. 1. - Most important
No. 2. - Second most important
No. 3. - Third most important
No. 4. - Least important

Control my temper and don't fight _____

Handle problems as they arise _____

Get along better with my family _____

Talk things out with people _____

Other _____

10. The ex-camper should be given a response card with the Likert Scale and corresponding facial descriptions. He/she will be asked to respond to the following questions by pointing to the most applicable face:

1. The adults at Camp _____ were fair. 1 2 3 4 5

2. The adults were not strict enough with certain campers. 1 2 3 4 5

3. There were campers at camp who tried to help other campers out. 1 2 3 4 5

4. Camp _____ was much better than I expected 1 2 3 4 5

5.	My stay at Camp _____ helped me out a great deal.	1 2 3 4 5
6.	My stay at Camp _____ helped me because I learned something about myself.	1 2 3 4 5
7.	My family things that Camp_____ helped me.	1 2 3 4 5
8.	My friends think that Camp _____ helped me.	1 2 3 4 5
9.	My chances of staying out of trouble with the law are better since I've been to camp.	1 2 3 4 5
10.	If I had a problem while I was at camp I would go to my group leader first.	1 2 3 4 5
11.	Most of the staff at camp took a personal interest in campers.	1 2 3 4 5
12.	The religious aspects of the camp program helped me.	1 2 3 4 5
13.	Because of the camp program I am now able to get along better with my family.	1 2 3 4 5
14.	If I keep out of trouble on the outside it will be because of what I learned at camp.	1 2 3 4 5
15.	The staff members at Camp _____ really tried to help me.	1 2 3 4 5
16.	The best way to make it at camp was not to "rat" on someone else.	1 2 3 4 5
17.	I like myself better now because of what happened at camp.	1 2 3 4 5
18.	I am able to control my temper better than before I went to camp.	1 2 3 4 5
19.	If a friend of mine got in real trouble I would want him/her to go to Camp _____.	1 2 3 4 5
20.	When I first got out of camp, if I felt I was going to get into real trouble, I would ask to be sent back to camp before it happened.	1 2 3 4 5

11. Since leaving camp can you describe the help that you have received from family workers and other counselors or friends? Separate and detail contacts with camp personnel, state agency workers and friends who are adults. Let the ex-camper reconstruct the aftercare situation.

First six months:

From six months to one year:

After one year:

12. Please describe your school experience since leaving camp:

Did you return to school?

Yes No

Type of school:

Regular _____ Special Education _____

Other _____

Name of school: _____

Location: _____

Number of years you attended: _____

Did you graduate/complete

Yes No

What problems did you have? _____

Were you able to overcome them? _____

Could camp have done any more to help you in school while you were in camp?

_____

If yes, what? _____

_____

13. We would like to know about any complaints or court contacts you have had since camp. Using the accompanying code sheet, code in nature of court contact using the other category if contacts does not fit a pre-arranged category.

First six months after camp

Second six months after camp

Second year after camp

Third year and after

14. Present Occupation_____

Marital Status Single _____ Married _____

Separated _____ Widowed _____

Children - _____
Number & Ages or Expected Delivery Date

GUIDELINES FOR INTERVIEWERS

ATTITUDE

a. There are no right or wrong answers
b. Complete acceptance of any and all responses
c. No evaluation of response by facial, body, or verbal action.
d. Respect for varying points of view
e. Appreciation for interviewee's assistance
f. Confidentiality

PROBING

a. Listen and hear before formulation of probes.
b. Always seeks clarity, not support or denial.
c. Use probes such as:
   "Would you tell me more about....."
   "Would you clarify to make sure I understand..."
   Rather than:
   "I agree - disagree - really!!
   "Why?"

STRATEGY FOR PROBES

a. Listen and wait for replies. Don't get nervous about silence.
b. Interviewee must talk more than the interviewer
c. Restate when necessary to insure clarity
d. Comments that might be made to interviewee:
   (1) "How you say it is less important than what you say."
   (2) "Say it in your own words."
   (3) "I'm more interested in what you think than how you say it."
   (4) "Say it as it is."
   (5) "Tell it to me the best way you know how."
e. Pacing - not too slow or too fast
f. Watch for boredom, fatigue.
g. Limit to forty minutes if possible
h. Keep on the track.
i. Use phrases you feel comfortable with.

TIPS FOR MAXIMUM EFFECTIVENESS

a. Setting - try to select with the interviewee a location free as possible from outside interference and noise.

b. Demeanor - express an air of confidence, friendliness; professionalism. Make the interviewee feel like he or she is receiving the benefits from the interview.
c. Appearance - stay neat and clean and well groomed at all times. Do not smoke, eat, drink, or chew gum during an interview.
d. Recording - the survey form must be completed so it can be read. Print if necessary.
e. Finalizing The Interview - let the interviewee ask the last question. Express appreciation for their help and remind them of confidentiality of their answers.

REFERENCE LIST

Apter, S. Therapeutic Camping: An Alternative Strategy for troubled Children. Journal of Clinical Psychology, Winter 1977.

Coleman, James C. Abnormal Psychology and Modern Life. Chicago: Scott, Foresman and Company, 1950.

Glasser, W. Reality Therapy. New York: Harper and Row, 1965.

Hallowitz. E. Camping for Disturbed Children. Mental Hygiene, 1950, 34, 406-422.

Hughes, A. H. & Dudley, H. K. An Old Idea for a New Problem: Camping as a Treatment for the Emotionally Disturbed in our State Hospitals. Adolescence, 1973, 8, 43-50.

Jack & Ruth Eckerd Foundation. Program Policy Manual, 1976.

Kimsey, L. & Frost, M. Long Term Camping for Emotionally Disturbed Boys. Paper presented at the 21st annual meeting of the American Association of Psychiatric Clinics for Children, Boston, November 1979.

Loughmiller, C. Wilderness Road. Austin, Texas: Hogg Foundation for Mental Health, 1965.

Lowry, T. P. Camping Theory: Its Uses in Psychiatry and Rehabilitation. Springfield, Ill.: C. C. Thomas, 1974

McNeil, D. Boys With Problems Grow Into Manhood: A Study of the Dallas Salesmanship Club Boys Camp. Unpublished manuscript, 1975.

McNeil, D. Therapeutic Camping for Disturbed Boys. Journal of Social Issues, 1957, 13, 1-62.

McNeil, E. Forty Years of Childhood: The University of Michigan Fresh Air Camp, 1921-1961. Michigan Quarterly Review, 1962, 1, 112-118.

Morse, W. From the University of Michigan Fresh Air Camp: Some Problems of Therapeutic Camping. Nervous Child, 1947, 6, 211-234.